

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Charter Schools Program (CSP): Grants for State Educational Agencies (SEAs)

CFDA # 84.282A

PR/Award # U282A150014

Grants.gov Tracking#: GRANT11962855

OMB No. 1894-006, Expiration Date: 11/30/2017

Closing Date: Jul 16, 2015

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
Attachment - 1 (1236-GEPA Requirement)	e10
5. Grants.gov Lobbying Form	e12
6. ED Abstract Narrative Form	e13
Attachment - 1 (1235-Abstract Narrative)	e14
7. Project Narrative Form	e15
Attachment - 1 (1241-Project Narrative)	e16
8. Other Narrative Form	e77
Attachment - 1 (1237-Oregon Appendix A - Assurances)	e78
Attachment - 2 (1238-Oregon Appendix B - Resumes)	e80
Attachment - 3 (1239-Oregon Appendix E - Additional Information)	e88
Attachment - 4 (1240-Oregon Appendix C - Letters of Support)	e144
9. Budget Narrative Form	e146
Attachment - 1 (1234-Budget Narrative)	e147
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e155
11. Form ED_524_Budget_1_2-V1.2.pdf	e156

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="07/16/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
--	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Oregon Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="93-6001954"/>	* c. Organizational DUNS: <input type="text" value="8097902640000"/>

d. Address:

* Street1: <input type="text" value="255 Capitol Street NE"/>
Street2: <input type="text"/>
* City: <input type="text" value="Salem"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="OR: Oregon"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="97310-0203"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Kate"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Pattison"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Charter School Specialist"/>	

Organizational Affiliation: <input type="text" value="Employee"/>

* Telephone Number: <input type="text"/>	Fax Number: <input type="text" value="503-378-5156"/>
--	---

* Email: <input type="text"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-061515-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for State Educational Agencies (SEAs) CFDA Number 84.282A

13. Competition Identification Number:

84-282A2015-3

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Oregon Charter Schools Program Project, 2015-2018

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="9,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="9,000,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Katharine Pattison</p>	<p>TITLE</p> <p>Deputy Superintendent of Public Instruction</p>
<p>APPLICANT ORGANIZATION</p> <p>Oregon Department of Education</p>	<p>DATE SUBMITTED</p> <p>07/16/2015</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Oregon Department of Education

* Street 1: 255 Capitol Street NE * Street 2: _____

* City: Salem * State: OR: Oregon * Zip: 97310-0203

Congressional District, if known: OR-all

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: ED-GRANTS-061515-001	9. Award Amount, if known: \$ _____
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Katharine Pattison

* Name: Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

Title: _____ Telephone No.: _____ Date: 07/16/2015

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282A150014

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA Requirement.pdf

Add Attachment

Delete Attachment

View Attachment

Oregon Department of Education – Oregon Charter Schools Program Project, 2015-2018

FY 2015 Application for Grants under the Charter Schools Program (CFDA Number 84.282A)

GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427 REQUIREMENT

Oregon public charter schools are less diverse, serve fewer economically disadvantaged students, and attract less English learners than other public schools in the state. This may be due to barriers related to the parent and family perception that a public charter school is not a public school, the charter schools may not be conducting outreach into diverse neighborhoods, or the school may not provide information about services to students who do not speak English. The Oregon Department of Education will ensure it addresses the needs of racially, linguistically, and culturally diverse families as well as economically disadvantaged students by requiring that subgrantees take steps that will overcome these barriers and ensure equitable access to high-quality public charter schools and the dissemination of effective practices.

Additionally, each public charter school will also ensure that its local programs clearly address the provisions of Section 427. Project materials will be modified to meet the needs of students and parents with disabilities, including those with limited English proficiency. The Oregon Department of Education provides specialized training for school staff in learning disabilities and other barriers based on gender, race, color, age, and national origin.

Steps to Overcome Barriers –

1. All subgrant applicants will be required to address how they will improve student outcomes for historically underserved students and develop a plan to engage the community in which the school is located to ensure inclusive relationships are established.

2. All subgrant recipients will participate in required equity training and professional development. This training will be facilitated by an educational equity organization that provides and has expertise in professional development focused on culturally responsive educational practices and school culture to provide training to all subgrantees. As part of the training, charter schools will develop a framework for developing and sustaining culturally responsive practices and school culture. This will include a review of outward-facing communications, activities, and partnerships as well as inward-facing policies, procedures, and discipline practices.
3. All planning subgrant recipients will ensure communication plans include targeted distribution to families who might otherwise not have an opportunity to learn about the school choice. This may include offering parent education in languages other than English, developing partnerships with diverse community-based organizations, and ensuring child-care or meals are provided.
4. Dissemination subgrants will be awarded with priority to those applicants who will be providing state-wide activities to ensure those families and educators in rural areas of Oregon will have the opportunity to participate in grant activities and professional development.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Oregon Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Salam Middle Name:
* Last Name: Noor	Suffix:
* Title: Deputy Superintendent of Public Instruction	
* SIGNATURE: Katharine Pattison	* DATE: 07/16/2015

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Oregon Department of Education, 255 Capitol St NE, Salem, OR 97310

Kate Pattison, Charter School Specialist, [REDACTED]

Abstract Narrative

The goals of the Oregon Charter Schools Project are to: 1) increase the number of high-quality charter schools in Oregon, 2) to disseminate best practices between high-performing charter schools and other public schools, and 3) to increase authorizer quality by providing technical training, assistance, tools, and professional development.

To meet these goals, post-award charter schools will be eligible to compete for subgrant funds to assist in the startup of the charter school. Subgrant applicants for both planning and implementation grants will provide a comprehensive plan for: successful academic performance, organizational and financial stability, reducing and eliminating achievement and opportunity gaps, a plan for attracting and serving a diverse population of students, and a plan for achieving specific academic goals during the grant period.

Charter schools that have been in operation for at least 5 years may apply for funds to disseminate promising practices to other schools. Successful applicants will demonstrate success in reducing and eliminating achievement gaps and/or exclusionary discipline practices, or an increase in the overall graduation rate and/or college and post-secondary program enrollment rates.

Finally, the Oregon Department of Education shall allocate funds for delivering high-quality professional development and training to authorizers and to develop model tools (such as applications, renewal applications, contracts, and evaluation rubrics) that can be adopted by any district and that will support building authorizer capacity and quality.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Oregon Department of Education – Oregon Charter Schools Program Project, 2015-2018

FY 2015 Application for Grants under the Charter Schools Program (CFDA Number 84.282A)

TABLE OF CONTENTS

ABSOLUTE PRIORITIES	1
ABSOLUTE PRIORITY 1 – PERIODIC REVIEW AND EVALUATION	1
ABSOLUTE PRIORITY 2 – CHARTER SCHOOL OVERSIGHT	3
COMPETITIVE PREFERENCE PRIORITIES	7
COMPETITIVE PREFERENCE PRIORITY 1 – HIGH QUALITY AUTHORIZING AND MONITORING PROCESSES ...	7
COMPETITIVE PREFERENCE PRIORITY 2 – ONE AUTHORIZED PUBLIC CHARTERING AGENCY OTHER THAN A LOCAL EDUCATION AGENCY (LEA), OR AN APPEALS PROCESS	11
COMPETITIVE PREFERENCE PRIORITY 3 – SEAS THAT HAVE NEVER RECEIVED A CSP GRANT	12
SELECTION CRITERIA	12
STATE-LEVEL STRATEGY	12
POLICY CONTEXT FOR CHARTER SCHOOLS	16
PAST PERFORMANCE	18
QUALITY OF PLAN TO SUPPORT EDUCATIONALLY DISADVANTAGED STUDENTS	22
VISION FOR GROWTH AND ACCOUNTABILITY	25
DISSEMINATION OF INFORMATION AND BEST PRACTICES	29
OVERSIGHT OF AUTHORIZED PUBLIC CHARTERING AGENCIES	31
MANAGEMENT PLAN AND THEORY OF ACTION	35
<i>Logic Model</i>	39
<i>Measures and Outcomes</i>	40
PROJECT DESIGN	46
<i>Planning Subgrant: Competitive</i>	46
<i>Implementation Subgrant: Competitive</i>	48
<i>Dissemination Subgrant: Competitive</i>	50
<i>Authorizer Development</i>	52
APPLICATION REQUIREMENTS	57
WORKS CITED	60

Oregon Department of Education

**FY 2015 Application for Grants under the Charter Schools Program (CFDA Number
84.282A)**

Oregon Charter Schools Program Project, 2015-2018

Project Narrative

***Please note: throughout the application, the terms “sponsor” and “authorizer” are used interchangeably, and the term “sponsor” is used in Oregon laws and administrative rules involving charter schools.*

Absolute Priorities

Absolute Priority 1--Periodic Review and Evaluation:

Oregon statutes require all public charter schools to be authorized by an eligible sponsor and execute a performance contract that stipulates annual monitoring for compliance and quality. Authorizers must include in all charter contracts “...the performance standards under which the public charter school will be evaluated, using objective and verifiable measures of achievement as the primary measure of school quality”, “the sources of academic data that will form the evidence base for ongoing and renewal evaluation”, and “...clear, measurable performance standards to judge the effectiveness of mission-specific performance measures and metrics the credibly demonstrate the public charter school’s success in fulfilling its mission and serving its students” (OAR 581-026-0100(2)(c, d, f). Oregon Revised Statute (ORS) 338.095(2) requires that “the sponsor or the sponsor’s designee at least annually shall visit the public charter school site and review the public charter school’s compliance with the terms and provisions of the charter.” Included in this provision is a requirement that all Oregon charter schools report to

their authorizers and to the Oregon Department of Education (ODE) on the performance of the school at least annually. In Oregon, as in most other states, “performance” is understood to incorporate academic performance, financial performance, and organizational performance. As part of this annual review and report, each charter school must have an annual municipal audit of its financial accounts, which must be provided to ODE and to the sponsoring district. The annual review of the charter school by the authorizer must also be submitted to ODE to assure compliance with this requirement

In the charter application, applicants are required to describe their expected student performance results, their verified methods of measuring and reporting these results, and a description of their distinctive teaching and learning techniques, including any other school-specific assessments the charter school plans to administer in addition to those required by the state assessment system. Once a charter school application is approved, authorizers are expected to incorporate these components into the contract with the charter school, and to annually review the performance of the charter school on this basis to inform decisions about ongoing performance.

When a sponsor reviews the performance of the charter school in consideration of renewal of the charter, the sponsor is required to consider the charter school’s compliance with its contract and with all applicable laws, whether the school is “meeting or working toward meeting the student performance goals and agreements specified in the charter” (ORS 338.065(8)(a)(C)), whether it is fiscally stable, and whether it is in compliance with any renewal criteria specified in the charter agreement. As per ORS 338.065(8)(b), the sponsor must base any renewal decision “...primarily on a review of the public charter school’s annual performance reports, annual audit of accounts and annual site visit and review as required by

ORS 338.095 and any other information mutually agreed upon by the public charter school governing body and the sponsor.” A chartering district may deny renewal of a charter school that is not meeting performance goals and expectations as specified in the contract. Additionally, “failure to meet the requirements for student performance specified in the charter” is grounds for termination of a charter school outside of the renewal period (ORS 338.105(1)(b)).

Charter school authorizers in Oregon are also encouraged to include in their charter contracts intermediary steps that can be taken by the district before the option to terminate is exercised. For example, if a charter school has failed to meet an academic performance goal for two consecutive years, a district may include in the contract that the charter school would enter a performance improvement period in which it would develop and implement specific action steps to meet this goal, including targeted professional development, a curriculum review, or staff changes.

Absolute Priority 2--Charter School Oversight:

(a)(1) ORS 338.065(2) states that, upon approval of a charter school proposal, “the sponsor and the applicant shall develop a written charter that contains the provisions of the proposal that have been duly approved by the charter school governing body....The charter, when duly executed by the sponsor and the charter school governing body, shall act as the legal authorization of the public charter schools. The charter shall be a legally binding performance contract for both the sponsor and the public charter school governing body.”

OAR 581-026-0100(2)(a-f) establishes the minimum requirements for a charter school contract in Oregon. These include: the information that is included in the proposal and:

“(a) ...any reasonable pre-opening requirements or conditions for the public charter school to ensure they meet all health, safety, and other legal requirements prior to opening and are prepared to open smoothly;

(b) ...how the public charter school shall receive any state and federal funds distributed to districts other than the negotiated percentage of the charter school rate as required by ORS 338.155;

(c) ...performance standards under which the public charter school will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality;

(d) ...the sources of academic data that will form the evidence base for ongoing and renewal evaluation;

(e) ...expectations for appropriate access, education support services, and coordination with the district in which the public charter school is located for students who may qualify for additional education services; and

(f) ...clear, measureable performance standards to judge the effectiveness of mission-specific performance measure and metrics that credibly demonstrate the public charter school’s success in fulfilling its mission and serving its students.”

(a)(2) ORS 338.095 describes the requirement for each charter school’s financial management system, annual report, annual site visit, and municipal audit. It states that each charter school shall have an annual audit of accounts in accordance with Oregon Municipal Audit Law, which

must be provided to the authorizer and to ODE. All financial statements that show the results of all operations and transactions affecting the financial status of the school, and a balance sheet that contains a summary of the assets and liabilities of the charter school must be provided to the authorizer, as well.

(a)(3) As stated by ORS 338.015, the legislative intent of Oregon charter schools is, in part, to “increase student learning and achievement”, “better meet individual student academic needs and interests”, “encourage the use of different and innovative learning methods”, and to “establish additional forms of accountability for schools.”

The number of charter schools in Oregon increased by 186% from 2004 to 2013. In the 2004-05 school year, charter schools made up 3% of all schools in Oregon; in 2012-13, they comprised 9%. As the number of charter schools in Oregon has increased, so have the performance expectations, and the applicability of state requirements. Where once charter schools were considered outside their sponsoring districts, they are now largely considered part of a district’s portfolio of educational options for its students, and both Oregon law and Oregon Administrative Rules have evolved – and continue to evolve -- to incorporate this shift, while still recognizing the autonomy of charter schools in key areas such as budgeting, hiring, curriculum, contracting, and educational model. As such, ODE and district partners throughout the state have provided an increasing amount of professional development for authorizers, chiefly based on best practices established by the National Association of Charter School Authorizers (NACSA). The focus of much of this professional development is the ongoing oversight of charter schools, including performance frameworks, the use of data, closure and non-renewal of low-performing charter schools, and **alternative forms of accountability**,

especially for the many charter schools in Oregon that serve a non-traditional and/or at-risk population of students.

As stated in other sections of this narrative, all charter school contracts must include the measures and data sources used to evaluate the academic performance of a charter school, and any renewal decision must be based largely upon criteria that requires that a charter school is “...meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor and the public charter school governing body.” (OAR 581-026-0400(4)(a)(C)).

(b) The ESEA Section 1111(b)(2)(C)(v) states that measurable annual objectives for student performance must be developed for and measured for all students, and disaggregated for the following subgroups: economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency.

Both ORS 338 and OAR 581-026-0400 list the required criteria to be used in determining whether to renew or revoke a school’s charter. The criteria state, in part, that a charter school must be “in compliance with state and federal laws”, of which ESEA Section 1111(b)(2)(C)(v) is included. The criteria also require that a charter school is “meeting or working toward meeting the student performance goals and agreements specified in the charter” and that the evaluation of a charter school’s performance must be based “...primarily on a review of the public charter school’s annual performance reports, annual account of audits, and annual site visit and review” (OAR 581-026-0400(4)(a)(C) and (5)).

The chief document and source of data for charter school academic performance is the Oregon Report Card, which reports whole-school, whole-district, and disaggregated data for each

subgroup listed in the ESEA Section referenced above. (Sample Oregon Report Card for a 2013-14 public charter school included in attachments.)

Competitive Preference Priorities

Competitive Preference Priority 1--High-Quality Authorizing and Monitoring Processes (up to 15 points):

(a)(1-2) ODE has adopted the Performance Framework developed by NACSA for use with the charter schools authorized by the State, and the largest authorizer in Oregon has piloted the framework for use in the annual evaluation and renewal processes with the charter schools it authorizes (The Ivy School Performance Framework adopted by the State Board in June 2015 is included in Appendix E, page 11). Over the past year, ODE has partnered with NACSA and other districts to provide professional development and training to authorizers across the state in how to use this framework once it is released widely, and the importance of using an objective, rigorous framework as part of the annual and renewal evaluation processes. **The NACSA Framework contains rigorous measures and metrics for student academic performance, financial performance, organizational performance and stability,** and fair and equitable treatment of all students and lottery applicants. Embedded in this framework are academic, financial, and operational performance objectives and measures. Several districts in Oregon currently contract with the Center for Student Success at the Graduate School of Education at Portland State University (PSU) to evaluate their authorized charter schools. PSU provides educational experts to evaluate charter schools and uses a rigorous framework.

(a)(3) The criteria for renewal of a charter school are specified in ORS 338.165(8)(a)(A-E), and state that renewal is contingent upon the charter school’s compliance with Oregon charter school law, federal law, and the charter contract; whether the charter school is meeting or working toward meeting the stated performance goals in the contract, whether the charter school is fiscally stable and has implemented and maintained a sound financial management system, and whether the charter school is in compliance with any other school-specific renewal criteria specified in the contract. All authorizers must use this criteria and base their decisions primarily on a review of the public charter school’s annual performance reports, annual audit of accounts and annual site visit (ORS 338.065(8)(b)).

(a)(4) Oregon authorizers can choose to revoke a school’s charter at the renewal period for any of the reasons listed in the renewal criteria from ORS 338.065. Charter schools may also have their charters revoked during the contract period for the following grounds outlined in ORS 338.105(1)(a-f): failure to meet the terms of the charter; failure to meet the stated student performance requirements; failure to correct a violation of a federal or state law; failure to maintain required levels of insurance; failure to maintain financial stability; and failure to maintain a sounds financial management system for one or more consecutive years. Additionally, “a sponsor may terminate a charter immediately and close a public charter school if the public charter school is endangering the health or safety of the students enrolled in the public charter school”, according to ORS 338.105 (4)(a).

(a)(5) ORS 338.095(2) requires all authorizers in Oregon to “visit the public charter school site and review the public charter school’s compliance with the terms and provisions of the charter”

at least annually. Given that the terms of the charter must include specific performance expectations, each authorizer must review the charter school's performance according to these goals and expectations. Authorizers must use this information to inform the annual evaluations of the charter school performance, which will then be used to determine whether or not to renew the charter school. Charter school authorizers in Oregon will be encouraged to utilize the Performance Framework developed by NACSA and piloted by ODE, as stated in other sections of this application.

(b) In Oregon, charter schools are part of an LEA's portfolio of public schools and all charter school data is included in the district's state report card. The charter school performance affects the district's ratings, federal identification ranking, and affects federal and state funding sanctions. While Oregon charter school law does not require that individual authorizers be evaluated by the SEA, the LEA must report on its charter schools' performance. ODE is currently working with NACSA and partnering districts to develop and deliver training and professional development on best practices in charter school authorizing. ODE and partnering districts have held trainings and given presentations at major conferences in Oregon for the last several years on best practices in authorizing, including at the League of Oregon Charter Schools Annual Conference, the Oregon School Board Association Annual Conference, and the Confederation of School Administrators regional and annual conferences. As described in the logic model section of this grant application, Oregon will use a portion of the requested grant funds to further strengthen authorizing practices in Oregon, develop model tools for the use of all authorizers, and develop an authorizer self-assessment framework. Additionally, it should be

noted that the performance of all charter schools in Oregon is reported as part of each authorizing district's annual Oregon Report Card.

(c) The evaluation process and criteria for approving charter schools in Oregon is stated in ORS 338.055 and includes a multi-tiered review of charter school applications.

In Oregon, school districts must review and evaluate any and all charter school applications they receive. First, the authorizer must review the application for completeness; that is, it must ensure that that proposal addresses, at least minimally, each and all of the required components of the application, which are also specified in statute. If an application is found to be incomplete, the authorizer must notify the applicant, and provide a reasonable opportunity for resubmission of a complete application.

Once an application is determined to be complete, the authorizer must evaluate the quality of the proposal using the required criteria as described in ORS 338.055(3)(a-i).

At multiple intervals during the application process, a charter school applicant can appeal a decision of the authorizer to the Oregon State Board of Education. The State Board of Education must review the decision of the local school board and either uphold the decision or remand the application back to the authorizer for reconsideration. Only after all opportunities for appeal have been exhausted may the State Board of Education consider becoming the sponsor of the charter school. At any point during the application or chartering processes, the charter school applicant and the authorizer can also access mediation services provided by ODE.

Any pre-operational requirements of the charter school (e.g. hiring staff, school site location and applicable permitting, and curriculum adoption) must be stated in the contract as per

OAR 581-026-0100 and are subject to review by the authorizer prior to the operation of the charter school.

(d) ORS 338.055(3)(i) states that an authorizer must use, as one of the criteria to evaluate a charter school application, “the prior history, if any, of the applicant in operating a public charter school or in providing educational services.” ODE guidance to authorizers has been to review an applicant’s history (if any) of educational services, educational outcomes, financial management, and organizational stability. Charter school applicants may have a history of running a charter school, a nonprofit organization, or an educational service provider, all of which would be subject to review in the charter school application process.

Competitive Preference Priority 2--One Authorized Public Chartering Agency Other than a Local Educational Agency (LEA), or an Appeals Process (0 or 5 points).

(a) In Oregon, school districts (LEAs) are the primary authorizer of charter schools, and charter school applicants must submit their applications first to the LEA in which the applicant wishes to locate. If a local school district denies a charter school application, the applicant may appeal the decision of the local board to the State Board of Education. After all opportunities to appeal have been exhausted, the State Board of Education may consider becoming the authorizer of the charter school, if the applicant agrees. Currently, the Oregon State Board of Education authorizes four charter schools in Oregon.

Alternatively, if a charter school application is denied by the LEA, it may seek sponsorship from an institute of higher education in Oregon, provided that the institute agrees to

review the proposal. As of 2015, Oregon had a total of 223 authorizers: 197 LEAs, 25 Institutes of Higher Education, and the State Board of Education.

Competitive Preference Priority 3--SEAs that Have Never Received a CSP Grant (0 or 5 points): NA

Selection Criteria

a) State-Level Strategy. (15 points)

If awarded funds under the grant, the Oregon Department of Education will utilize the grant for four basic purposes:

1. To provide funds to post-award, pre-operational charter schools in the development phase in order to increase **educational equity** and improve the quality of new charter schools statewide through an **intensive incubation period**.
2. To provide funds to high-quality charter schools in operation for less than three years in order to facilitate implementation of their educational models, professional development, and curriculum, and to provide professional development in **educational equity**.
3. To facilitate the dissemination of best practices between charter schools and their public school counterparts, and provide an access point for charter schools to share their evidence-based best practices.
4. To **strengthen authorizer quality** throughout the state by providing high-quality training and professional development to authorizers.

(a)(1) The Oregon Charter Schools Program is part of the Deputy Superintendent's Office at the Oregon Department of Education. As such, staff in the Charter Schools Program at ODE not only provides direct oversight of four charter schools on behalf of the State Board of Education, but also provides support and technical assistance to Oregon's school districts in their role as charter school authorizers. Additionally, it provides professional development and training on standards and accountability for charter schools, evaluation of charter schools, and processes such as application, renewal, and termination of a charter school contract.

Charter schools in Oregon are considered component units of their sponsoring districts, and their school performance data is included with all other district schools on the district's Oregon Report Card. Charter school data is reported both individually and in aggregate with district data. Districts in Oregon are required to either provide funds for professional development to charter schools under Title IIA, or to provide access to professional development activities. Many districts in Oregon include charter school staff in their professional development offerings, and provide both general and targeted support for the implementation of district and statewide initiatives. Examples of this are professional development for the instructional shifts necessary for the transition to Common Core, and technical training for administering the Smarter Balanced Assessment, which Oregon administered in the 2014-15 school year. Authorizers are encouraged to include charter schools in their equity training and professional development, as closing existing achievement and opportunity gaps is a key priority for schools and districts across Oregon.

Charter schools in Oregon offer innovative options for families. A majority of Oregon charter high schools serving grades 9-12 serve disproportionate populations of students that are credit deficient, in poverty, are highly mobile, or have previously dropped out of school. In this

way, many charter high schools in Oregon function like alternative schools, and may be part of their districts' strategy for keeping students in school and engaged.

ODE's strategic plan includes specific strategies focused on eliminating achievement and opportunity gaps for historically underserved students, improving the quality and distribution of effective teachers, and improving graduation rates for students (the ODE draft 2015-17 Strategic Plan is included in Appendix E, page 36). The initiatives and legislative investments in these strategies have included charter schools or made charter schools eligible to receive grant funds to support the work. This grant would support the agency's strategic goals and supports improving outcomes for students targeted within the plan.

(a)(2) The minimum level of funding for charter schools is set by law and described in ORS 338.155. At minimum, authorizers must pass through 80% of the per-student State School Fund General Grant allocation for students in grades K-8, and 95% for students in high schools. There are additional weightings for poverty, English Language Learners, and pregnant and parenting students. Districts may also pass through funds that they receive in local option taxes, grants, and other sources of local revenue. For example, a tax was recently introduced in Portland for funding arts education in grades K-5; charter schools in Portland school districts also receive this funding. When ARRA funding was available, ODE issued a statement of expectation that these funds be shared with charter schools. There is ongoing work to ensure charter schools are receiving an equitable distribution of public funds. A recent example includes making transportation costs incurred to serve charter school students qualify for the regular reimbursement funding rates offered to LEAs by the state.

While the charter law in Oregon does not require that funding be made available specifically for charter school facilities, many districts in Oregon provide facilities to charter schools either free of charge or at a greatly reduced rate.

In the 2016 interim legislative session, a work group of legislators, education coalition members, charter school representatives, and district representatives will be convened to examine charter school funding and sponsorship costs, and to make recommendations for future funding levels. ODE looks forward to participating in this conversation.

(a)(3)(i) ODE strongly encourages dissemination of best practices between charter schools and other public schools, and also between authorizers. When Oregon last was awarded the CSP SEA grant, funds were available specifically for dissemination of promising practices between charter schools and other public schools, and ODE plans to make funds available for this purpose if awarded the grant.

The use of data and collaboration are essential to improving both charter school and authorizer quality in Oregon. A charter authorizer steering committee has formed under the Confederation of Oregon School Administrators (COSA) with collaboration and authorizer quality being the primary drivers for the work of the group. As such, this group, even in its first year, has increased the number of options for authorizer professional development, and will continue to reach out to both authorizers and charter schools in the coming years. ODE staff is also co-producing the Oregon Charter School Leadership Conference -- a two-day statewide conference for charter schools -- with the League of Oregon Charter Schools.

Finally, ODE recently commissioned a comprehensive, longitudinal report on Oregon charter school data including demographics, and performance which was conducted by the

Northwest Regional Education Lab (Education Northwest). This data will be available to all charter schools and authorizers statewide. ODE will continue its relationship with Education Northwest and through the agency's Office of Research and Analysis to ensure there is an established baseline data for the performance measures and reporting requirements of the grant.

(a)(3)(ii). As described in other sections of this grant, Oregon's charter schools are part of a district's portfolio of options for students and families, including options for families that would otherwise attend the state's lowest-performing schools. For example, some of Oregon's lowest performing schools are located in the Reynolds School District, Portland Public Schools, and Gresham-Barlow School District, each of which authorizes multiple charter schools as options for families.

b) *Policy Context for Charter Schools. (5 points)*

(b)(1)(i and ii) Charter schools in Oregon have a great deal of autonomy over their budgets, curriculum, hiring, contracting, educational models, and professional development. ORS 338.115(1) states, "Statutes and rules that apply only to school district boards, school districts or other public schools do not apply to public charter schools." The statute then lists which laws are applicable, including federal law, public contracting law, and prohibition of corporal punishment, for example.

Provided that charter schools are delivering content that meets state-adopted standards (including Common Core State Standards), charter schools in Oregon are free to adopt or design their own curriculum, and utilize the educational model they determine best suited to meet the needs of their students. In general, charter schools have complete autonomy over hiring all staff;

the exception being in cases where the charter school is contracting with the school district for staff. Charter schools develop and manage their own budgets, and engage in an autonomous procurement process with the only restriction being public contracting law, to which they are bound.

While authorizers often provide support in the aforementioned areas, the autonomy of Oregon's charter schools with respect to curriculum, staffing, budgeting, school calendars, teacher licensure flexibility, and contracting is protected.

(b)(2)(i and ii) Many departments within ODE work collaboratively to ensure Oregon's public charter schools receive their commensurate share of federal funds including the Office of Learning, which includes Student Services (Special Education) the Education Equity Unit, and Federal Title Programs, Instruction, and Assessment. The ODE Charter Schools Program staff regularly meet with the ODE finance office, Federal Title Programs, and the Special Education team to maintain communication about charter school, procedures, issues and practices. In addition, ODE monitors LEAS to ensure all applicable federal funds go to eligible charter schools. This is especially important when new charter schools open, an operating charter school greatly expands, or the demographics of a charter school's student body changes significantly. Technical assistance is provided on an ongoing basis to LEAs regarding federal funds and charter schools.

The responsibility for IDEA in Oregon lies with the school district in which the charter school is located. For this reason, the district retains the additional funds provided for students with disabilities, and provides services to students with disabilities in the charter school

including specially designed instruction, speech-language services, occupational therapy, Child Find, and school psychologist services.

Charter schools are entitled to professional development funds or services under Title IIA. Many districts in Oregon include charter schools in all district professional development and, in some cases, create specially designed professional development specifically for charter schools. Charter Schools may also receive other Title services or funding directly, like Title III, or they may qualify as part of a consortium.

(b)(3) While charter schools in Oregon are not considered to be LEAs under Oregon law, the districts in which they operate are considered LEAs, and must ensure compliance of all schools in the district – including charter schools – with IDEA laws, the Age Discrimination Act of 1975, Title VI of the Civil Right Act of 1964, Title IX of the Education Amendments of 1972, and section 504 of the Rehabilitation Act of 1973.

In Oregon, the authorizing districts are responsible for serving students with disabilities and compliance with IDEA, and districts work in partnership with charter schools to assure that students' special education needs and general education needs are served. Charter schools in Oregon are responsible for providing accommodations to students under section 504, and they often receive support and guidance from their sponsoring district or from local Education Service Districts.

(c) *Past Performance (10 points).*

(c)(1) As mentioned in other sections of this application, the number of charter schools in Oregon has increased by 186% since 2004. In 2013, there were over 21,000 Oregon students in

charter schools. Some Oregon charter schools have become Model Schools (high-performing, high-poverty schools), as designated by ODE, such as Self Enhancement, Inc. (SEI) Academy in Portland. Charter schools in Oregon have a high percentage of non-traditional grade spans (such as K-12), and the majority of charter schools are not located within towns, cities, or suburban areas, but in rural parts of the state. (Education Northwest, 2015)

Charter schools in Oregon have been particularly successful in improving student performance in Math. The percentage of charter school students meeting or exceeding the Math benchmark was 38.1% in 2005, and 46.5% in 2013. While there is a clear need for improvement in this subject, charter school performance exceeded that of traditional schools, which showed a 41.9% Meets or Exceeds rate in 2013.

Charter schools in Oregon also have significantly lower rates of in-school suspensions, out-of-school suspensions, and expulsions than their district counterparts (Education Northwest, 2015). Many Oregon charter schools are leaders in pioneering school culture and student support programs and practices such as Restorative Justice, Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), and Positive Discipline.

(c)(2) Of the five charter schools that closed at the end of the 2014-15 school year in Oregon, three were low-performing, being in the bottom 15% of schools in Oregon. Fourteen percent of top performing schools in 2013 were charter schools, which is disproportionate, given that charter schools make up 9% of Oregon schools. A higher percentage of charter schools than district schools met AYP in three of the five years between 2006 and 2011. (Oregon Department of Education, 2012)

ODE recognizes that increasing the number of high-performing charter schools in Oregon and reducing the number of low-performing charter schools is a key focus of the Charter Schools Program grant as well as the national conversation about charter school growth and development. With increasing opportunities to build strong authorizing practices locally and with the support of partners such as NACSA and the COSA Authorizers Steering Committee, Oregon is primed to implement stronger authorizing practices from application decisions to renewal to ongoing oversight, and thereby increase the quality of charter schools in Oregon. Funds from this grant will be used to develop subgrants that encourage the development and dissemination of promising practices in high-quality charter schools, and strengthen authorizer quality.

(c)(3) The demographics of students in Oregon charter schools has changed in the past decade. Since 2005, the percentage of English Language Learners in charter schools has more than doubled, the percentage of students with disabilities has increased, and the percentage of economically disadvantaged students is more than half of all students in charter schools. (Education Northwest, 2015)

In 2013, 44% of charter schools were in rural areas – a percentage that has increased each year since 2005. In fact, 12% of all rural schools in Oregon are charter schools. Charter schools face a higher rate of student mobility in all areas of the state than their district counterparts; this is especially true in towns, where the mobility rate in 2013 was 15.6% in charter schools and 10.4% in district schools (Education Northwest, 2015). This may be due to the fact that a higher percentage of students leave district schools mid-year to enroll in charter schools, but further research would be required to provide this data.

Charter schools are more balanced by gender than district schools, despite the fact that, in Oregon, charter schools cannot yet assign preference in their lotteries to balance gender, which districts are allowed to do in district schools. In 2013, the percentage of female students in charter schools and district schools was 49.9 and 48.5 respectively, and the percentage of males was 50.1 and 51.5, respectively. (Education Northwest, 2015)

Charter high schools in Oregon often serve a population of students that would otherwise attend alternative high schools. This, along with the sample size comparison between the number of charter high schoolers and district high schoolers in Oregon, contributes to the fact that the graduation rate for charter schools is not as high as the state average. However, data suggests that students who attend the same charter school for all four years of high school have higher graduation rates than students who spend only part of their time in a charter high school. In fact, the average graduation rate for students spending at least one year (but less than four years) at a charter high school is 44.3%, while the graduation rate for students attending a charter school for all four years of high school is 54.2%. This trend can be seen across all subgroup populations of students. (Education Northwest, 2015) The same trend can be seen in college enrollment data. In fact, the college enrollment rate for black students attending all four years at a charter school rivals that of black students who never attended a charter school; 72.1% of black students in charter schools enrolled in college, while 73.6% of black students in district schools enrolled in college (Education Northwest, 2015).

With improved accountability measures, stronger authorizer practices, and programs that attract and encourage the development of high-performing charter schools, Oregon will see increasing success for all students.

d) *Quality of Plan to Support Educationally Disadvantaged Students (15 points).*

(d)(1)(i and ii) ORS 338.055(3)(d) specifies that one of the criteria that must be used to evaluate a charter school application is “the capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving”. At the time of application, charter schools must have a plan in place for assisting educationally disadvantaged students in meeting and exceeding state academic content and achievement standards.

This requirement is reflected in the subgrant program design. Newly-approved charter schools applying for implementation funds will design, as part of their applications, specific goals and benchmarks for their educationally disadvantaged students in meeting and exceeding achievement standards and the reduction or elimination of achievement and opportunity gaps. The subgrant applicants will define what additional data will be used to measure progress on these goals, with the primary data being Oregon state assessment data. Charter schools applying for dissemination subgrants will provide evidence of success with and increased access for educationally disadvantaged students (including students with disabilities and English Language Learners), and/or a reduction or elimination of achievement and opportunity gaps. Subgrantees will be required to submit data to demonstrate this success. Approaches that reduce and/or eliminate exclusionary discipline, programs that serve students at-risk of dropping out or who have previously dropped out, and models that increase the overall graduation rate and increase the rate of students enrolling in post-secondary education or training programs – especially for historically underserved students – would all be qualifying components for dissemination subgrant funds. Only those applicants that provide clear, quantifiable evidence of educationally

disadvantaged student success and a reduction and elimination of achievement and opportunity gaps will be awarded subgrant funds.

(d)(2) Until this year, charter schools in Oregon could not limit their enrollment in any way except by age, grade, and space available. There are few stated preferences a charter school could apply to its enrollment process: namely by prior year attendance, followed by sibling preference (which is optional), then students within district boundaries, and, finally, students living outside district boundaries.

In the 2015 Oregon legislative session, Senate Bill 820 was signed into law, which will allow charter schools to add additional weightings in their lotteries for students from historically underserved populations. This term is defined as students with “any combination of two or more factors including their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, disability and geographic location.” While administrative rules have yet to be written that will stipulate how charter schools may and may not implement this provision, given that Oregon’s charter schools have generally reflected a population of students that are more white and affluent than their district counterparts, equitable access to information about and enrollment in charter schools may be a barrier to historically underserved families, including families of color, families in poverty, and families who are English language learners. We anticipate that this provision in the law will help remove barriers for historically and educationally underserved students in accessing charter schools, and that the student demographics in charter schools will begin to reflect the demographics of their school districts.¹

¹ This section supports the General Education Provisions Act (GEPA) Section 427 requirement.

(d)(3) One of the stated legislative intents of charter schools is to “encourage the use of different and innovative learning methods”. (ORS 338.015(5)). To that end many districts in Oregon encourage charter school proposals that offer options to students and families that the district does not currently offer. This is often evident in district application requirements and district policies on charter schools. Some districts require a description from the charter school applicant of how it will address all nine legislative intents in the law, three of which are grounded in innovation.

As mentioned in other sections of this grant, authorizers are required to evaluate charter school applications on a set of criteria, one of which is whether the applicant provides evidence of its capacity to serve students identified as “academically low-achieving”, or educationally disadvantaged students. ODE will incorporate into the planning subgrant application a requirement that the applicant describe how it will develop innovative educational models, tools, assessments, and other supports to better serve educationally disadvantaged students during the implementation phase of the grant; or, if the applicant is applying for dissemination funds, evidence that it has had success with educationally disadvantaged students in the past.

(d)(4) ODE requires that copies of all charter school proposals be submitted to ODE at the same time the applicant submits a proposal to the authorizer. ODE also requires copies of each charter school’s municipal audit and annual program report, which reflects the previous year’s performance academically, financially, and organizationally.

School districts are monitored regularly to ensure compliance with state and federal laws. This monitoring includes assessing the level of compliance in all district schools, including charter schools. With the recent focus of the Office of Civil Rights and their guidance published

on Special Education, English Language Learners, and other educational equity issues in charter schools, all teams at ODE carefully and strategically engage schools districts authorizing charter schools.

One reason for developing model tools that can be adopted by all authorizers in the state is that ODE relies on authorizers to provide the vast amount of oversight of its sponsored charter schools, while ODE serves as a resource and support for both districts and charter schools. In developing the model Annual Performance Framework and report – which was successfully piloted by ODE and another district in the 2014-15 school year, measures were included such as: whether the charter school is in compliance with federal and state laws, including equitable lottery practices, IDEA and Section 504, nondiscrimination, and other key state and federal laws.

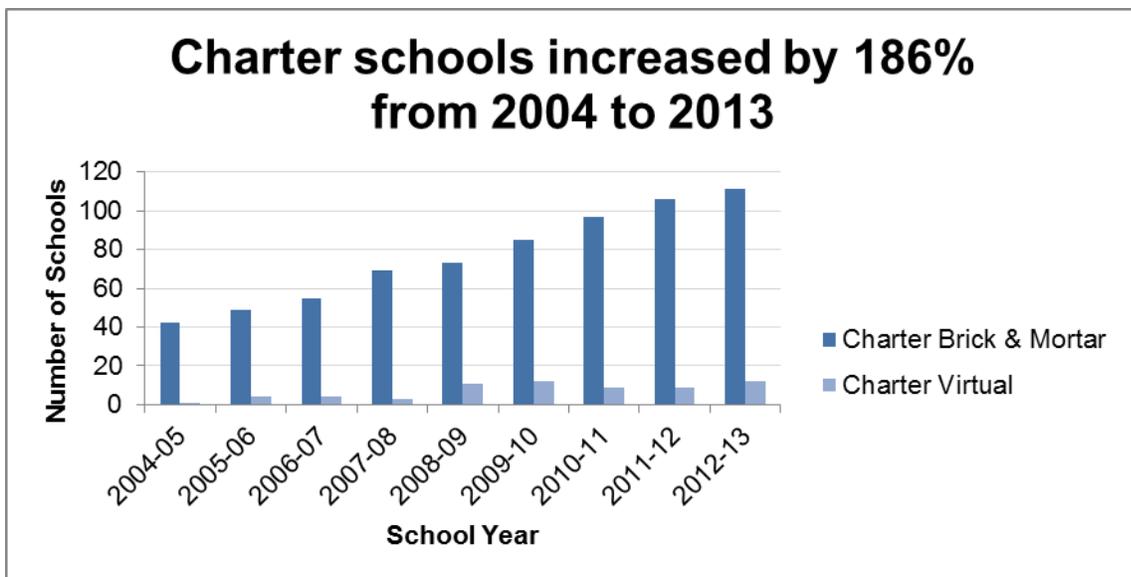
e) *Vision for Growth and Accountability. (10 points)*

(e)(1) Oregon charter schools are separately rated on the Oregon Report Card, in the same way as their district counterpart schools are. Data is disaggregated by race, gender, and special population such as English Language Learners, Special Education, Talented and Gifted, and Students Qualifying for Free and Reduced Meals. Their student performance and graduation data is also included in aggregate with their overall district report card. This data is reported publicly by school districts and is widely available on the ODE website. Charter schools must also submit suspension and expulsion data to their authorizers to be included in district reporting to ODE. It is also included in the state report card, which has a complete section specific to charter schools. (A sample 2013-14 Oregon Report Card and Detail Sheet is included in the Appendix E, page 4).

ODE recently partnered with Education Northwest – a Regional Education Lab and applied research center – to compile the most comprehensive data packages Oregon has had to

date on charter schools, including their comparison to other public schools. This data will be published and distributed to districts and charter schools in Oregon, and will be used to develop and focus the subgrant programs in this grant to serve the areas of greatest need.

(e)(2)The number of charter schools in Oregon has increased dramatically since the state legislature approved Senate Bill 100 in 1999 authorizing the creation of charter schools in Oregon (Education Northwest, 2015).



This represents an overall average annual growth rate of approximately 14%. However, the annual growth over the last three years has been approximately 8%, which may be partly due to the fact that there are currently no funds available to charter schools for planning or initial implementation. Given that there are approximately 130 charter schools in Oregon, we would expect the following growth over the three-year period of the grant:

Year	Number of charter schools
2015-16	130
2016-17	138
2017-18	146

Funds available to charter schools through the subgrant program will only be granted to charter school applicants who can demonstrate high-quality plans for educational equity, reduction and elimination of achievement and opportunity gaps, increased graduation rate (if applicable), equitable access to the charter school including specific outreach to historically underserved communities, and an evidence-based instructional model with specific expectations for student performance and growth.

In the case of subgrant applicants for dissemination funds, these funds will only be granted to charter schools that have been in operation for a minimum of five years, and that can provide evidence of innovative models, tools, programs, and/or systems that have resulted in student success, reduction and elimination of achievement and opportunity gaps, reduction in exclusionary discipline rates, and/or increased graduation rate (if applicable).

These criteria applied to the subgrant process, along with a rigorous review of all subgrant applications by qualified reviewers with expertise in teaching and learning, charter school operations, student assessment, special education, and educational equity will increase the number of high-quality charter schools operating in Oregon at the end of the grant period. To support the initial review and subgrant application process, ODE will conduct annual reviews of charter schools receiving subgrants, and will measure each charter school's progress on its stated performance goals and expectations. Any charter school that substantially fails to make progress on its objectives will either develop a specific plan for improvement or, in extreme cases, may lose grant funds.

As described in other sections of this grant, a portion of the grant funds will be used to strengthen and improve authorizer quality in Oregon. To achieve this goal, ODE will continue to contract with NACSA to develop and implement model tools that will be endorsed by the

Oregon State Board of Education, and will be widely available for adoption and use by any school district in Oregon. Currently, ODE is working with NACSA to develop a model application that is comprehensive, rigorous, and aligned to current Oregon law. This application will increase the use of promising practices in the charter school application process, and will help streamline the application process across Oregon, which is currently vastly different from district to district. The model application package will include rubrics for evaluation, which will help authorizers evaluate charter school applicants more consistently, rigorously, and equitably, thus increasing the likelihood of approved high-quality applications. ODE will also be able to provide quality technical assistance on proposal development for those completing a proposal using the model application.

(e)(3) Authorizer training to be implemented during the grant period will not only be provided in the use of the model application as described above. Authorizers will also be supported in the ongoing evaluation of charter schools, and in the process to determine non-renewal or termination of poor-performing or failing charter schools. As mentioned, ODE and another district have already piloted a rigorous model performance framework for annual and renewal evaluation. This framework will be available widely in the 2015-16 year, and authorizers will receive training and support in evaluating charter schools academically, financially, and organizationally, as well as determining whether to revoke or non-renew failing charter schools.

Given that charter schools across the country most often close for financial reasons rather than academic performance failure, training provided to authorizers will be specifically focused on using data to evaluate charter school academic performance, and any resulting decision to non-renew or revoke a charter. This will not only improve authorizer oversight of charter schools

in Oregon, but will improve the quality of data captured about charter school performance, and, ultimately, this will lead to a greater rate of closure for poor-performing charter schools, leaving high-quality charter schools in Oregon to flourish.

f) *Dissemination of Information and Best Practices (10 points).*

(f)(1) ODE has increased its presence in Oregon as a supporting resource for both charter schools and authorizers, and will continue to do so during the grant period. In developing model tools for use by all authorizers, ODE will provide evidence-based tools for capturing, reporting, and evaluating charter school data. ODE's Charter Schools Program Analyst, Kate Pattison, is one of the founding members of the Charter Authorizers Steering Committee under COSA, and is a member of a group of authorizers that meets monthly in the Portland area. She regularly gives multiple presentations at the annual and regional conferences of Oregon's largest education coalitions and, this August, ODE is co-sponsoring the statewide annual Charter Schools Conference with the League of Oregon Charter Schools (an Oregon group focused on charter school support).

In 2014, ODE was selected by NACSA to receive an evaluation of ODE's authorizing practices completed, and all of NACSA's suggestions have been or will be incorporated into tools and information available to all authorizers and charter schools. In 2015, ODE partnered with Education Northwest to compile the most comprehensive data set on Oregon charter school demographics, performance, graduation rates, college matriculation and persistence, and location to date. These data will be published and available widely to all stakeholders.

In making subgrant funds available for the purposes of dissemination, ODE will continue to be a leader in facilitating the sharing of innovative and successful approaches and models between charter schools and other schools in Oregon.

(f)(2) Dissemination subgrant funds available to charter schools will be granted specifically to charter schools that have shown success comparative to their district counterparts in the following areas: increasing access to historically underserved students (including students with disabilities and English Language Learners), narrowing and eliminating achievement and opportunity gaps for historically underserved students, approaches that reduce and/or eliminate exclusionary discipline, programs that serve students at-risk of dropping out or who have previously dropped out, and models that increase the overall graduation rate and increase the rate of students enrolling in post-secondary education or training programs.

(f)(3) As stated, subgrant awards will be available to charter schools that can provide evidence of the reduction or elimination of exclusionary discipline, particularly when this practice is correlated with a decreased drop-out rate, and increased graduation rate, an increase in overall student achievement, an increase in college enrollment or post-secondary training programs, or any combination thereof.

(f)(4) Charter schools granted subgrant funds for dissemination purposes will present comprehensive plans to share promising practices, models, systems, and tools widely. All applicants will submit an outreach plan with an emphasis on statewide dissemination. While all proposals must correlate the proposed activities with at least one area of increased academic

achievement, special preference will be given to those applicants that either a.) have established a partnership with one or more poor-performing district schools for concentrated dissemination, or b.) focus outreach on parts of the state more than 50 miles from the location of the charter school. The highest preference will be given to applicants that can demonstrate direct success in closing achievement and opportunity gaps for historically underserved students. Every dissemination subgrant recipient will be required to incorporate culturally responsive educational practices into the program design and presentation or product. Please see (e)(2) and (3) in this section for more information.

g) Oversight of Authorized Public Chartering Agencies (15 points).

(g)(1) By creating model tools that can be adopted and used by any authorizer in the state, ODE will continue to support authorizers in developing and implementing strong and equitable authorizing practices. As stated, ODE has adopted a model performance framework that is currently being piloted and will be available widely next year; ODE is also in development with NACSA and other stakeholders on a model charter school application. Please see sections (d)(4), (e)(2), (e)(3), and (f)(1) for further discussion of ODE’s model tools.

(g)(2) As stated in other sections, the model application being developed currently by ODE and NACSA will reflect the essential requirement of evidence-based and data-driven models that focus on attracting a diverse student body, creating positive learning environments for students and families, and eliminating existing achievement and opportunity gaps. Professional development delivered to charter schools and authorizers during the grant period will include these components.

(g)(3) As stated in other sections, the Model Performance Framework in use by ODE currently includes specific, measurable, and data-based performance expectations that align with current Oregon state law and are consistent with the definition of high-quality charter schools.

Oregon law requires that specific performance expectations and the sources of data for measuring progress on those expectations be included in each charter contract. The Model Contract currently in development will be customizable for each district and charter school so that school-specific goals and expectations can be set at the time of contract development.

The Charter School Authorizer Steering Committee under COSA is refining a set of **alternative performance measures** that can be used with charter schools that would qualify as alternative charter schools based on their student population. Some of the measures included in this set were presented by ODE and a partner district at a recent statewide COSA conference.

(g)(4) Under Oregon law, charter schools must be evaluated on an annual basis by their authorizers. This evaluation includes a review of the charter school's compliance with their contracts and state and federal laws. Charter schools in their renewal periods must be evaluated on the same requirements and any additional renewal criteria in the contract.

During the grant period, ODE will engage in an additional evaluation of each charter school awarded subgrant funds. This evaluation will be specific to the goals and expectations set in the approved subgrant application. Any charter school substantially failing to meet its goals or fulfil its approved proposed program will either be placed on a rigorous plan of improvement, or may be defunded. In addition to other requirements, the continuing receipt of subgrant funds will be contingent on a charter school complying with its contract and applicable state and federal laws.

(g)(5) Authorizers must include in all charter contracts “...the performance standards under which the public charter school will be evaluated, using objective and verifiable measures of achievement as the primary measure of school quality”, “the sources of academic data that will form the evidence base for ongoing and renewal evaluation”, and “...clear, measurable performance standards to judge the effectiveness of mission-specific performance measures and metrics the credibly demonstrate the public charter school’s success in fulfilling its mission and serving its students” (OAR 581-026-0100(2)(c, d, f).

When a sponsor reviews the performance of the charter school in consideration of renewal of the charter, the sponsor is required to consider the charter school’s compliance with its contract and with all applicable laws, whether the school is “meeting or working toward meeting the student performance goals and agreements specified in the charter” (ORS 338.065(8)(a)(C)), whether it is fiscally stable, and whether it is in compliance with any renewal criteria specified in the charter agreement. As per ORS 338.065(8)(b), the sponsor must base any renewal decision “...primarily on a review of the public charter school’s annual performance reports, annual audit of accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school governing body and the sponsor.” A chartering district may deny renewal of a charter school that is not meeting performance goals and expectations as specified in the contract. Additionally, “failure to meet the requirements for student performance specified in the charter” is grounds for termination of a charter school outside of the renewal period (ORS 338.105(1)(b)).

(g)(6) In the charter application, applicants are required to describe their expected student performance results, their verified methods of measuring and reporting these results, and a

description of their distinctive teaching and learning techniques, including any other school-specific assessments the charter school plans to administer.

All charter schools in Oregon are required to submit their annual performance reports to ODE, which holds them centrally. During the grant period, ODE will compile and publish a comprehensive collection of these reports which will be widely available to all stakeholders and interested parties.

(g)(7) The autonomy of charter schools in Oregon is highly valued, especially with respect to budgeting, fundraising, educational models, curriculum development and implementation, and hiring.

Through the development of model tools, particularly the Model Contract, ODE will support all Oregon authorizers in developing strong contracts with charter schools that protect the autonomy of the charter school, while holding them accountable for specific academic, financial, and organizational results. The Model Contract will facilitate a partnership between charter schools and their sponsors in developing agreed-upon expectations, and a framework by which to assess progress on those expectations such that success will be evident, and poor performance will lead to a prescriptive set of consequences, including, when appropriate, non-renewal and/or termination.

(g)(8) ORS 338.115(1)(k) requires that all charter schools participate in the Oregon Assessment System, which includes all state content assessments and other state assessments like the English Language Proficiency Assessment (ELPA). In the 2014-15 school year, Oregon transitioned from the Oregon Assessment of Knowledge and Skills standardized test (OAKS) to the Smarter

Balanced assessment for reading and math. Charter schools, like all district schools, were required to administer this assessment, and will receive Oregon Report Card ratings.

Should Oregon require or transition to a new or additional assessment, including those based on college- and career-ready standards, charter schools will be required to administer these assessments in the same way as their district counterparts.

h) *Management Plan and Theory of Action (10 points).*

(h)(1) The Oregon Charter School Project Grant will be used to increase the number of high-quality charter schools in Oregon, to promote the dissemination of best and promising practices between charter schools and other public schools, and to support and strengthen authorizer practices.

Kate Pattison is the Charter School Specialist and Department Strategic Plan Coordinator for the Oregon Department of Education. Kate has been with ODE for five years and provides oversight of all four charter schools authorized by the State Board of Education (SBE), processes appeals from charter schools during the application and renewal phases, trains and leads an experienced team in evaluation of appealed charter school applications seeking state sponsorship, leads the distribution of charter school assets for closed and revoked charter schools, provides guidance to the SBE on charter school matters, manages an annual budget of \$350,000, and leads professional development work statewide, including forming a partnership with NACSA to apply a national lens to the operation of charter schools in Oregon. Ms. Pattison will oversee all phases of the Charter Schools Project Grant as the Project Director and lead Project Objective 3. This will include managing the contract for authorizer development.

Donna Newbeck is the Office Support Assistant for the Charter Schools Program. She has been with ODE for 17 years, and provides administrative assistance to Kate Pattison and the Deputy Superintendent's Office. She will support the Charter Schools Project Grant through data collection and management, subgrant competitions, distribution of notifications, and helping plan and staff trainings for charter schools and authorizers.

During the grant period, a 1.0 FTE Project Manager will be hired to manage and lead the implementation of Project Objectives 1 and 2. The Project Manager will have experience in project management, knowledge of Oregon charter schools, program design, and project and/or grant proposal evaluation. The Project Manager will assist in designing the RFP for the planning, implementation, and dissemination subgrants, will design training for applicants and their authorizers, will assist in training and leading teams of evaluators for each phase of the subgrant, and will assist in monitoring grantee activities and outcomes. The Project Manager will also help administer the contract for equity training.

The Oregon Charter School Program is supervised by Cindy Hunt, Government and Legal Affairs Manager for ODE. Ms. Hunt serves on the Department of Education Management Team, reports directly to the Deputy Superintendent of Public Instruction, and oversees the agency's legislative implementation and all legal issues. While serving as Senior Deputy Legislative Counsel in 1999, Ms. Hunt drafted SB 100 (Oregon's first public charter school legislation signed into law) and has been managing public charter school policy for ODE since 2007. The 2013 Oregon legislative session brought over \$70 million in strategic education initiatives which ODE distributed to schools, districts, and community-based organizations. Ms. Hunt oversaw the initiatives and ensured all funds were appropriately distributed on time. She has since been coordinating all reporting and evaluations while presenting successes to the 2015

Oregon Legislature. This experience and capacity, combined with her expert legal understanding of Oregon public charter school policy will provide the supervision necessary to deliver on all program objectives for this grant.

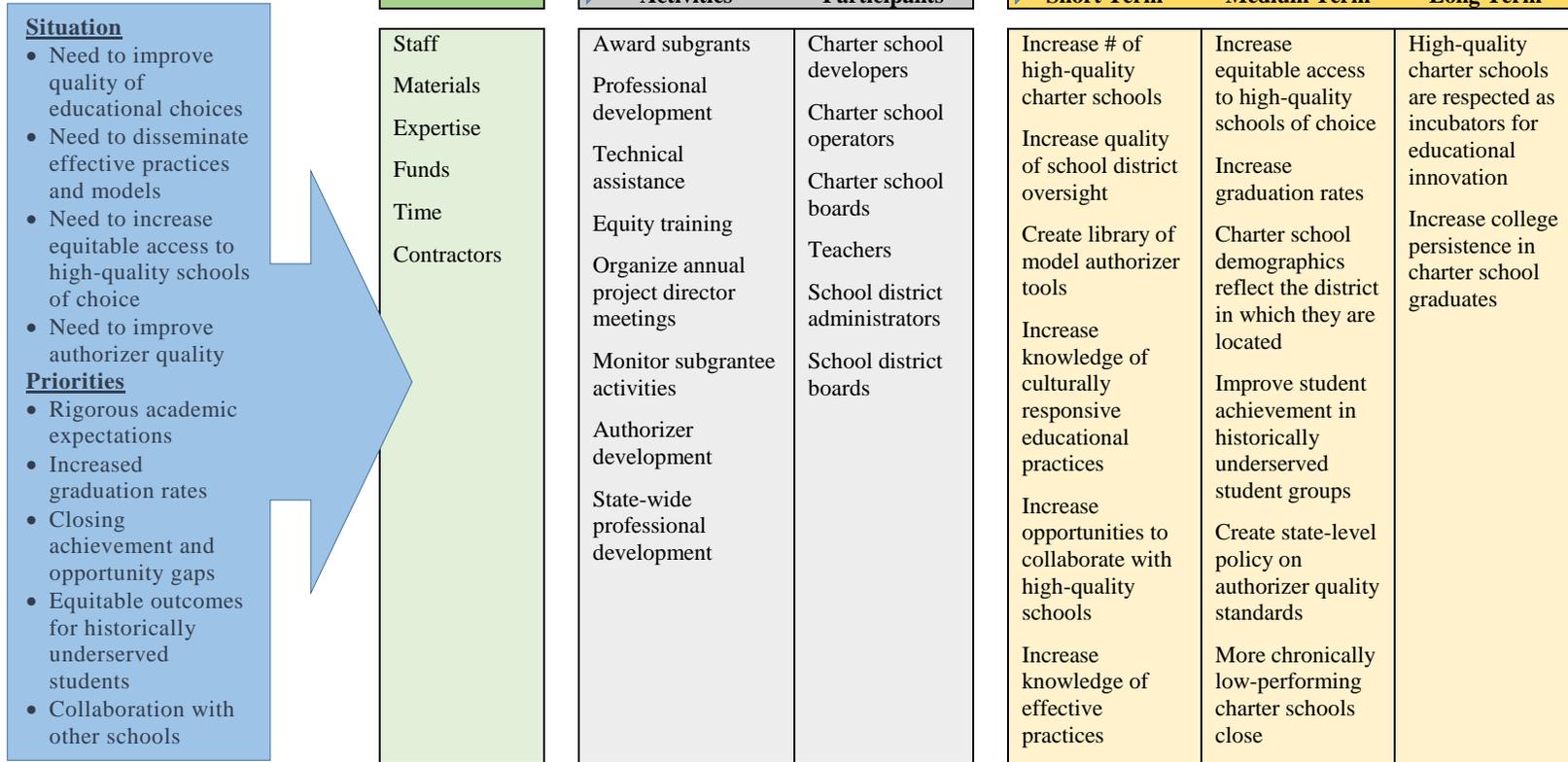
The following framework describes the Management Plan for the Charter Schools Program Grant, including Project Objectives, major activities, sub-activities, and a timeline for all phases of the grant. If awarded, ODE will begin the RFP process in September 2015 and grant activities will end by August 31, 2018.

Oregon State CSP Project Timeline 2015-2018	Year 1	Year 2	Year 3	
	2015	2016	2017	2018
Management Plan				
Project Objective 1: Increase the number of high-quality charter schools in Oregon, especially those serving historically underserved students				
<i>Activity 1: Make funds available to high-quality post-award charter schools for the purposes of increasing the number of high-quality charter schools in Oregon</i>				
Develop and release RFP for planning subgrants; train peer reviewers	•			
Conduct rigorous review process of subgrant applicants	•	•	•	
Award planning subgrants to selected applicants		•	•	•
Provide training to grantees and their authorizers		•	•	•
Annual release of RFP for planning subgrants		•	•	•
Monitor grantee activities, receive final grant activity reports		•	•	•
<i>Activity 2: Make funds available for start-up and implementation to high-quality charter schools</i>				
Develop and release RFP for start-up and implementation grants; train peer reviewers	•	•		
Conduct rigorous review of subgrant applicants	•	•		
Award implementation subgrants to selected applicants		•	•	
Provide training to grantees and their authorizers		•	•	
Annual release of RFP for implementation subgrants		•	•	
Conduct compliance monitoring of all charter school grantees; make recommendations for continuation or termination of grants, receive final grant activity reports		•	•	•

Oregon State CSP Project Timeline 2015-2018	Year 1		Year 2		Year 3	
	2015	2016	2017	2018	2019	2020
Management Plan						
Project Objective 2: Promote the dissemination of Oregon charter school best practices to other public schools, especially those serving historically underserved students						
<i>Activity 1: Make funds available to high-quality charter applicants for the purposes of disseminating best and promising practices to other public schools in Oregon</i>						
Develop and release RFP for dissemination subgrants; train peer reviewers	•					
Conduct rigorous review process of subgrant applicants	•	•	•			
Award dissemination subgrants to selected applicants	•	•	•			
Provide training to grantees and their authorizers	•	•	•	•		
Annual release of RFP for dissemination subgrants	•	•				
Monitor grantee activities, receive final grant activity reports		•	•		•	
Project Objective 3: Support and strengthen the authorizing practices of Oregon charter school authorizers in order to increase the number of high-quality charter schools in Oregon						
<i>Activity 1: Actively participate in and contribute to state and national policy dialogue</i>						
Continue to actively participate in the COSA charter authorizer steering committee	•	•	•	•		
Continue to actively participate in the Portland metro authorizer meeting group	•	•	•	•		
Continue to provide and increase professional development opportunities to authorizers in application, renewal, and ongoing oversight	•	•	•	•		
Continue and expand partnership with NACSA to develop model tools and processes for statewide use	•	•	•	•		
<i>Activity 2: Improve and strengthen ODE authorizing practices</i>						
Continue to implement recommendations from NACSA for improvement in authorizing practices	•	•	•	•		
Continue to pilot developed model tools and distribute statewide	•	•	•	•		
Work with NACSA and district partners to develop authorizer self-assessment				•	•	

(h)(2) Below, please find the Logic Model and the project-specific measures and expected outcomes.

Logic Model



- ASSUMPTIONS**
1. By providing intensive incubation periods with support and equity training, newly approved charter schools will have a stronger opening and be better positioned to serve all students well – increasing student achievement in all subgroups, decreasing inequity, and improving graduation rates.
 2. By giving charter schools in their first term of operation a high level of professional development and subgrant support, charter schools and educators will be able to develop high-quality, culturally responsive curriculum and educational practices designed to improve student achievement and graduation rates.
 3. By funding high-quality charter schools to capture effective practices and disseminate them through collaborative partnerships with other public schools, the knowledge of best practices and relationships with other public schools will increase.
 4. By focusing on authorizer development and creating model authorizer tools, the quality of charter schools will increase because only high quality charters will be approved or renewed and authorizers will provide better support to ensure continuous improvement.

Charter School Project Grant Measures and Outcomes

	PROJECT ACTIVITIES	PROJECT SUB-ACTIVITIES	MEASURE(S)	OUTCOME(S)
Objective 1: Increase the number of high-quality charter schools in Oregon, especially those serving historically underserved students	1.1. Make funds available to high-quality charter school applicants for development	Develop and release RFP for planning sub-grants; train peer reviewers	Quality of RFP, requirements, and criteria	High-quality RFP released on time. Rigorous application requirements and criteria are inherent
		Conduct rigorous review process of subgrant applicants	Training level of team of reviewers, consistency and equity of review process	Well-trained team of reviewers conducts rigorous, equitable peer review process
		Award planning subgrants to selected applicants	Qualifications of subgrant applicants	Subgrants awarded to only the most highly qualified applicants, especially those seeking to serve historically underserved students
		Provide training to grantees and their potential authorizers	Quality of training provided, feedback from participants	Strong charter opening plans with culturally responsive lens, high level of satisfaction and rigor for trainings
		Annual release of RFP for planning subgrants	Quality of RFP, requirements, and criteria	High-quality RFP released on time. Rigorous application requirements and criteria are inherent
		Monitor grantee activities, receive final grant activity reports	Quality and frequency of monitoring activities, completion and quality of subgrant activities, quality of final reports, student demographics and student achievement	Consistent, thorough monitoring of grant activities, collection of interim and final reports. High-quality grant activities completed and reported. Higher percentage of high-quality charter applicants approved during grant period, increased equity and student achievement

PROJECT ACTIVITIES	PROJECT SUB-ACTIVITIES	MEASURE(S)	OUTCOME(S)
<p>Objective 1: Increase the number of high-quality charter schools in Oregon, especially those serving historically underserved students</p>	<p>Develop and release RFP for start-up and implementation grants; train peer reviewers</p>	<p>Quality of RFP, requirements, and criteria</p>	<p>High-quality RFP released on time. Rigorous application requirements and criteria are inherent</p>
	<p>Conduct rigorous review of subgrant applicants</p>	<p>Training level of team of reviewers, consistency and equity of review process</p>	<p>Well-trained team of reviewers conducts rigorous, equitable peer review process</p>
	<p>Award implementation subgrants to selected applicants</p>	<p>Qualifications of subgrant applicants</p>	<p>Subgrants awarded to only the most highly qualified applicants, especially those seeking to serve historically underserved students.</p>
	<p>Provide training to grantees and their authorizers</p>	<p>Quality of training provided, feedback from participants</p>	<p>Improved access, culturally responsive school culture, effective oversight tools and routines in place</p>
	<p>Annual release of RFP for implementation subgrants</p>	<p>Quality of RFP, requirements, and criteria</p>	<p>High-quality RFP released on time. Rigorous application requirements and criteria are inherent</p>
	<p>Conduct compliance monitoring of all charter school grantees; make recommendations for continuation or termination of grants, receive final grant activity reports</p>	<p>Quality and frequency of monitoring activities, completion and quality of subgrant activities, quality of final reports, continuation of awarded subgrants, subgrantee response to corrective feedback, student demographics and student achievement</p>	<p>Consistent, thorough monitoring of grant activities, collection of interim and final reports. High-quality grant activities completed and reported. Subgrant objectives met. Higher percentage of high-quality charter schools operating during grant period. Continuation of grants for successful awarded schools. Discontinuation of grants for schools consistently not meeting stated objectives, increased equity and student achievement</p>

Objective 2: Promote the dissemination of Oregon charter school best practices to other public schools, especially those serving historically underserved students

PROJECT ACTIVITIES	PROJECT SUB-ACTIVITIES	MEASURE(S)	OUTCOME(S)
2.1: Make funds available to high-quality charter applicants for the purposes of dissemination best and promising practices to other public schools in Oregon	Develop and release RFP for dissemination sub-grants; train peer reviewers	Quality of RFP, requirements, and criteria	High-quality RFP released on time. Rigorous application requirements and criteria are inherent
	Conduct rigorous review process of subgrant applicants	Training level of team of reviewers, consistency and equity of review process	Well-trained team of reviewers conducts rigorous, equitable peer review process
	Award dissemination subgrants to selected applicants	Qualifications of subgrant applicants	Subgrants awarded to only the most highly qualified applicants in operation for at least five years, prioritizing those providing evidence of success serving historically underserved students and narrowing or eliminating achievement and opportunity gaps
	Provide training to grantees and their authorizers	Quality of training provided, feedback from participants	Comprehensive, consistent training provided to all subgrantees and their authorizers and/or other proposed partners
	Annual release of RFP for dissemination subgrants	Quality of RFP, requirements, and criteria	High-quality RFP released on time. Rigorous application requirements and criteria are inherent
	Monitor grantee activities, receive final grant activity reports	Quality and frequency of monitoring activities, completion and quality of subgrant activities, quality of final reports, subgrantee response to corrective feedback	Consistent, thorough monitoring of grant activities, collection of interim and final reports. High-quality dissemination activities completed and reported. Higher percentage of high-quality charters operating, increased knowledge of effective practices

	PROJECT ACTIVITIES	PROJECT SUB-ACTIVITIES	MEASURE(S)	OUTCOME(S)
<p>Objective 3: Support and strengthen the authorizing practices of Oregon charter school authorizers in order to increase the number of high-quality charter schools in Oregon</p>	3.1: Actively participate in and contribute to state and national policy dialogue	Continue to actively participate in the COSA charter authorizer steering committee	Level of participation in local and regional authorizer groups and meetings	Active participation and leadership in COSA authorizer steering committee; increased presence of COSA authorizers' group in Oregon, increased membership
		Continue to actively participate in the Portland metro authorizer meeting group	Level of participation in local and regional authorizer groups and meetings	Active participation and leadership in Portland metro authorizer meeting group; increased outreach to other surrounding districts to encourage membership, increase in membership
		Continue to provide and increase professional development opportunities to authorizers in application, renewal, and ongoing oversight.	Level of participation and presence at local, regional, and statewide coalition meetings and major conferences, feedback from participants	Increased presence and opportunities for professional development offered to authorizers statewide. Conferences for authorizers created in areas of Oregon previously unreached, high level of satisfaction and rigor for trainings
		Continue and expand partnership with NACSA to develop model tools and processes for statewide use	Continuation and quality of partnership with NACSA, quality and quantity of model tools available to authorizers	<p>Expanded partnership with NACSA, and increased involvement in NACSA activities. Continued contract with NACSA to support use of model tools by authorizers. Increased adoption of model tools by district authorizers.</p>

PROJECT ACTIVITIES	PROJECT SUB-ACTIVITIES	MEASURE(S)	OUTCOME(S)	
<p>Objective 3: Support and strengthen the authorizing practices of Oregon charter school authorizers in order to increase the number of high-quality charter schools in Oregon</p>	<p>3.2: Improve and strengthen ODE authorizing practices</p>	<p>Continue to implement recommendations from NACSA for improvement in authorizing practices</p>	<p>Quality and completeness of implementation of recommendations from NACSA</p>	<p>Comprehensive and high-quality implementation of recommendations from NACSA to improve practices as an authorizer</p>
	<p>Continue to pilot developed model tools and distribute statewide with trainings</p>	<p>Quality and completeness of model tool portfolio; quality of dissemination of model tools, feedback from participants in pilots and trainings</p>	<p>Model tools for application, renewal, performance monitoring, and contracting developed and disseminated widely during the grant period. High-quality training developed for all authorizers with high level of satisfaction and rigor reported by participants. Support for implementation provided to authorizers</p>	
	<p>Work with NACSA and district partners to develop authorizer self-assessment, provide training on self-assessment</p>	<p>Quality and completeness of authorizer self-assessment, feedback from participants</p>	<p>Comprehensive, high-quality self-assessment developed and disseminated widely during the grant period. High level of satisfaction on trainings held for all authorizers. Support for ongoing use of tool and implementation of promising practices provided to authorizers, state-wide adoption of NACSA Standards & Practices and model tools</p>	

(h)(3)(i) The addition of a Project Manager during the grant period, in addition to the capacity of the already-existing staff in the Charter Schools Program at ODE and the partnership of a qualified panel of proposal reviewers will make possible the completion of all activities and sub-activities specified in the Management Plan. A high-quality Project Design (addressed below) will facilitate the process of soliciting qualified applicants for the described subgrants.

Opportunities for training of subgrantees and their authorizers and/or potential authorizers will clarify and standardize both the application processes for each area of the subgrant as well as the performance and reporting expectations of each grantee. Please refer to the Management Plan, Section (h)(1) for the timelines associated with all grant activities and sub-activities.

(h)(3)(ii) The team managing the ODE Charter Schools Program and this grant has the capacity and expertise necessary to completely address any compliance issues or findings related to the CSP that are identified by the Department of Education during any audit or monitoring review. The ODE Charter Schools Program Analyst will provide oversight of the grant program, and the activities of the Project Manager. The Project Manager assigned to the grant will track and document all expenditures and activities of the grant, will ensure that all scheduled activities and sub-activities occur within the projected timelines, and will assist in issuing a comprehensive report on all expenditures, activities, and performance outcomes at the end of the grant period, in accordance with all reporting requirements. As part of ODE's final grant report, the team will use charter school performance and grant activity data to conduct a reflective evaluation focused on **continuous improvement**.

(i) Project Design. (10 points)

(i)(1)(i) In the past, competitive planning grants were available to charter schools in the development phase of the application process. Successful charter school applicants received up to \$56,000 in subgrant funds, with \$1,000 designated for the potential authorizer's membership in NACSA. If awarded, the second phase of the subgrant was non-competitive in that any charter school applicant that received a planning grant AND was subsequently approved by the sponsor would then receive two years of implementation funds of up to \$225,000 each year for two years. In all years that Oregon was a recipient of the Charter Schools Program Grant since 1999, 235 subgrants were granted to charter schools for pre-award planning and implementation. Of those 235 subgrantees, 112, or 48%, are currently in operation. ODE recognizes that, in order to meet the Project Objective of an increased number of high-quality charter schools in Oregon, the Project Design must reflect a more rigorous, more competitive application process with greater oversight, better use of data, more opportunities for training and professional development, and a greater return on the investment of subgrant funds. Therefore, the following Project Design is proposed:

Planning Subgrant: Competitive

Charter school applicants in the post-award development phase of their proposals may apply to receive \$100,000 in subgrant funds for use in the final development of a high-quality charter program. An RFP will be released annually during the grant period, and five (5) subgrants will be awarded per year. A minimum score must be attained to qualify. Major application components will include, but will not be limited to:

1. The mission of the applicant, with preference given to applicants who include in their mission serving a historically underserved, educationally underserved, and/or at-risk population of students
2. The capacity of the applicant to develop a high-quality, innovative charter school application, including the qualifications of the development team, which would meet all of the potential authorizer's requirements, state requirements, and fulfill the mission of the charter school.
3. A complete description of the activities that will be completed during the planning phase.
4. The subgrant applicant must provide evidence of approval by an authorizer.

A trained and highly-qualified panel of external experts in charter school operations, curriculum and instruction, equity, Special Education, English Language Learners, governance, and finance and accounting will be convened to conduct a **peer review** evaluation of applications for planning subgrants.

All charter school subgrantees each year will operate as an incubation cohort, meeting monthly with ODE as a group to discuss and receive training on pre-operational process, preparations, development, and requirements. The goal of these meetings is to support a strong start-up of all subgrantees and to promote networking and relationships between new charter schools. Only charter schools that have not yet opened will be eligible to apply for planning subgrant funds. In each year of the grant, ODE will contract an organization that provides and has expertise in professional development focused on culturally responsive educational practices and school culture to provide training to all subgrantees. This training will take place at required meetings and will support charter school operators in addressing systematic issues of education inequity and in developing culturally responsive schools.

Implementation Subgrant: Competitive

In previous grant cycles, the largest part of the grant that was available to charter schools was non-competitive, in that any charter school awarded a planning grant would automatically receive implementation funds if approved by the authorizer. The current proposal makes the following changes:

- A. To qualify, a charter school must have been approved by an authorizer no more than 3 years prior to the date of subgrant application submission. The charter school must either:
 - 1) already be in operation, or
 - 2) be in operation no later than 6 months following the due date of the grant application.
- B. The process will be competitive. A charter school must not have applied for or received a planning grant to apply for the implementation phase of the subgrant.
- C. Implementation funds will be provided through the subgrant for two operating years. Eight two-year grants will be awarded in year 1, and eight two-year grants will be awarded in year 2 for a total of 16 implementation grants over the length of the project.
- D. Continued receipt of implementation funds will be contingent on a comprehensive annual review by ODE, including an assessment of progress made on the stated goals in the subgrant application, an assessment of the charter school's financial stability, and an assessment of the charter school's operational stability. Charter schools who do not fulfill their stated goals in the first year of the subgrant or that have been materially out of compliance with their charter or Oregon law will either develop, in conjunction with ODE, a specific plan of improvement for the following school year, or, in some cases, may not receive implementation funds in the second year.

Major application components will include, but will not be limited to:

1. In order to qualify, an applicant must have, as part of its mission, one or more of the following:
 - a. A primary focus on serving historically underserved and/or at-risk populations of students
 - b. A specific focus on reducing and eliminating **achievement and opportunity gaps** for students in Oregon
 - c. A specific focus on **improving the graduation rate** and college- and career-ready skills for students in Oregon, with special preference given to those whose focus is specific to **historically underserved populations** of students
 - d. A program design that would qualify as an “alternative” charter school
 - e. A primary focus on reducing and eliminating **exclusionary discipline** practices.
2. The applicant must provide an executed charter agreement as evidence of an approved charter school application.
3. Charter schools already in operation must provide, for every year in operation, all available student achievement data disaggregated by race, gender, and special population, a municipal audit of financial accounts, and annual reviews conducted by the authorizer. All charter school subgrantees will submit these required reports and documents as part of their annual reporting on grant activities.
4. A complete description of activities that will take place during each year of the implementation phase, with specific performance expectations, measures, and goals. A description of the data that will be used to assess progress on these goals must be included and approved by ODE.

5. A minimum score must be attained to qualify.

Given that the overall population of students in Oregon charter schools tends to be less diverse than their school district counterparts, ODE believes that equal access to charter schools for historically underprivileged students is a barrier to access. This program design will encourage the growth of high-quality charter schools that specifically address this barrier and increase access for historically and educationally underserved students.²

A trained and highly-qualified panel of external experts in charter school operations, curriculum and instruction, assessment and accountability, equity, Special Education, English Language Learners, governance, and finance and accounting will be convened to conduct a **peer review** evaluation of applications for implementation subgrants.

In each year of the grant, ODE an organization that provides and has expertise in professional development focused on **culturally responsive curriculum and pedagogy** to provide training to all subgrantees. This training will take place at required meetings and will support charter school operators in addressing systematic issues of education inequity and developing culturally responsive schools.

Successful applicants will be awarded a total subgrant amount of between \$250,000 and \$450,000, depending on the size of the charter school.

Dissemination Subgrant: Competitive

In the past, charter schools that were awarded dissemination grants, while proposing and completing high-quality activities, often partnered only with other charter schools, very few

² This section supports the General Education Provisions Act (GEPA) Section 427 requirement.

schools, or only nearby schools. In an effort to more widely disseminate promising practices between charter schools and other public schools, and to achieve the goal of improving overall student performance through high-quality instruction, major components of dissemination subgrants will include, but will not be limited to the following:

1. In order to qualify, an applicant must have been in operation for five or more years.
2. The applicant must have been materially in compliance with its charter and with Oregon law for at least the last five years of operations.
3. The proposed dissemination project must be a key part of the overall innovative model of the charter school, and must be directly correlated with evidence of one or more of the following:
 - a. An increase in overall student achievement, with preference being given to those applicants that can demonstrate **increased student achievement** in historically underserved and/or educationally underserved subgroups
 - b. A significant reduction or elimination of one or more **achievement or opportunity gap**
 - c. A significant reduction or elimination of **exclusionary discipline** practices
 - d. A significant **increase in graduation rate** and/or college and post-secondary program enrollment rate, with preference given to those applicants demonstrating an increased graduation rates and post-secondary enrollment in historically underserved and/or at-risk subgroups.
4. The applicant must provide a plan for statewide dissemination, with the highest preference given to applicants that have either established a **partnership** with one or more poor-performing district schools for project co-production, or that have a focused

outreach plan for parts of the state more than 50 miles from the location of the charter school.

In each year of the grant, ODE will contract with an organization that provides and has expertise in professional development focused on culturally responsive educational practices and school culture to provide training to all subgrantees. This training will take place at required meetings and will support charter school operators in addressing systematic issues of education inequity and developing culturally responsive schools. Funds awarded will be between \$30,000 and \$200,000, depending on the scope and length of the project.

A trained and highly-qualified panel of external experts in charter school operations, curriculum and instruction, equity, Special Education, English Language Learners, governance, and finance and accounting will be convened to conduct a **peer review** evaluation of applications for planning subgrants.

At the end of the grant period, ODE will conduct a comprehensive review and evaluation of all grant activities and phases of the grant. The evaluation will assess the impact of the grant funds on student outcomes in Oregon charter schools as well as the effectiveness of ODE in meeting its program objectives. This evaluation will be a key component of ODE's final performance report, and will use data and grant activity outcomes to assess the impact on the grant on the **continuous improvement** of charter schools in Oregon.

Authorizer Development

Grant funds will also be used for authorizer development activities, training, and support. As mentioned in other sections of this grant, ODE will continue to partner with NACSA to develop model tools to be used by any authorizer in Oregon. These tools will be vetted through the

COSA Authorizer Steering Committee, endorsed by the Oregon State Board of Education, and will be made available to each authorizer in Oregon. Training on the implementation and use of these tools will be provided at major education association conferences, and at regionally-hosted charter authorizer conferences statewide. Planned activities during the grant period will include, but will not be limited to:

1. Completion of model tools, including:
 - a. Model Charter School Application Package (current work underway)
 - b. Model Charter Contract
 - c. Model Renewal Application
 - d. Model Performance Framework and Evaluation (in pilot phase)
 - e. Authorizer Self-Evaluation
2. Intensive training for each model tool listed above will be available at:
 - a. Oregon School Board Association (OSBA) Annual Conference
 - b. COSA Annual and Regional Conferences
 - c. ODE Authorizer Workshops to be held in Salem, Bend, Medford, and La Grande (specifically targeting those regions of the state with remote concentrations of charter schools and authorizers)
 - d. Annual Oregon Charter School Leadership Conference

Tools and trainings: In each year of the grant, Oregon intends to partner with NACSA to develop a series of tools and trainings to be made available for authorizers across the state with the goal of improving the quality of authorizer practices statewide. With the support of the CSP grant Oregon will work with NACSA to develop offerings that meet the needs of authorizers and may include trainings on:

- Application decision making
- How to orient applicants and evaluators to the process
- Renewal decision making
- Non-renewal and closure processes
- Performance frameworks
- Monitoring processes and practices
- Capacity interviews
- Expansion and replication
- Orientation to Principles and Standards

The trainings will be conducted in person and/or virtually and training materials will be made available to authorizers. Each session will consist of a topical presentation by NACSA followed by a working session where authorizers will be able to get feedback from NACSA and ODE on the authorizer practice.

NACSA will provide authorizers with access to related models and/or exemplars.

Examples of model documents and exemplars include:

- Charter school application
- Application evaluation criteria and rubric
- Renewal process
- Performance framework
- Charter school contract
- Replication application
- Closure procedures

The final scope of work will be determined based on an assessment of needs of the authorizers in Oregon and may be differentiated based on authorizer type. At a minimum NACSA will provide four in-person sessions, training materials that will be made available to all authorizers, and follow-up access to selected tools and resources.

ODE will conduct follow up surveys with authorizers to assess the effectiveness of the training and resources provided.

Deliverables: Needs assessment; four in-person trainings; four or more webinars; accompanying training materials, models, and exemplars.

Fee: \$30,000

Length of Project: 36 months

(i)(1)(ii) Based on data from past CSP grants and given the overall increase of charter schools in Oregon, ODE reasonably expects the following number and size of subgrants during the grant period:

	Year 1	Year 2	Year 3	Total Subgrants
Planning Subgrants	5 @ \$100,00 each = \$500,000	5 @ \$100,00 each = \$500,000	5 @ \$100,00 each = \$500,000	15
Implementation Subgrants	8 @ \$250k-\$450k each = \$2,960,000	8 @ \$250k-\$450k each = \$2,960,000		16
Dissemination Subgrants	5 @ \$50k-\$200k each = \$500,000	4 @ \$50k-\$200k each = \$300,000	2 @ \$30k-\$70k each = \$100,000	11

(i)(2) ODE will hold mandatory trainings for all subgrantees and their sponsors/potential sponsors. Each training will focus specifically on grant requirements, required reporting, data

collection, and the relationship with the authorizer during the grant period. For implementation subgrantees, ODE will conduct at least one site visit. Each subgrantee will define specific goals and performance expectations aligned with the purpose of the subgrant, and will report annual progress on these goals and performance expectations through a pre-determined set of data. For multi-year implementation subgrants, ODE will issue an annual report after all required information has been collected from the subgrantee and the monitoring visit has taken place. This report will include a determination of whether the charter school will continue to receive funds, be placed on a plan of improvement, or will be defunded based on poor performance on stated grant goals.

(i)(3) One of Oregon's chief educational goals is to reduce and eliminate all achievement and opportunity gaps, particularly for historically underserved, educationally underserved, and at-risk student populations. By aligning the goals and qualification requirements of each subgrant to the overall focus on increasing student achievement while reducing and eliminating these gaps, ODE anticipates a strategically focused portfolio of subgrantees that will greatly contribute to an overall increase in high-performing charter schools, and provide high-quality and equitable choices for students.

Additionally, in each year of the grant, ODE will contract an organization that provides and has expertise in professional development focused on culturally responsive educational practices and school culture to provide training to all subgrantees. This training will take place at required meetings and will support charter school operators in addressing systematic issues of education inequity and in developing culturally responsive schools. ODE and charter schools in the Portland area have been contracting with the Oregon Center for Educational Equity to

provide this type of training and professional development. The contract for equity training will be modeled after these projects to support the State’s focus on equity and to meet the objectives of this grant.

(i)(4) ODE will widely publish information about the Charter School Program Grant on its website, in statewide email blasts to all Oregon districts, and to the department’s charter school listserv, which connects with all of Oregon’s developing and operating charter schools. Any upcoming presentations by ODE charter school office staff will contain information about the grant, including contact information.

(i)(5) NA

Application Requirements

i. Academically poor-performing charter school:

For the purposes of the CSP grant, the SEA will use the definition of “academically poor-performing charter school” provided in this notice.

ii. Disseminating best practices:

Please see sections (e)(2), (f)(1), (f)(4), (h)(1), the Management Plan, and (i)(1)(i) (Project Design) for a full explanation of ODE’s plan for dissemination of best practices under the grant.

iii. Federal funds:

(a and b) Please see section (b)(2)(i and ii) for a full description of how ODE will inform each charter school in the state about federal funds and programs for which charter schools may be eligible, including during the first year of operation and any year in which the school’s enrollment expands significantly.

iv. *High-quality charter school:*

For the purposes of the CSP grant, ODE uses the definition of “high-quality charter school” provided in this notice.

v. *IDEA Compliance:*

Please see Sections (b)(2)(i and ii) and (b)(3) for a discussion of how charter schools and their authorizers will comply with IDEA.

vi. *Logic model:*

Please see Sections (h)(1-3) for the complete Management Plan and Theory of Action, which describe the Logic Model proposed for the program, including performance measures and outcomes. (The Logic Model is also included in the attachments.)

vii. *Lottery and enrollment preferences:*

(1) Charter schools in Oregon must hold equitable lotteries and admit all students who wish to attend the charter school regardless of race, religion, sex, sexual orientation, ethnicity, national origin, disability, the terms of an individualized education program, income level, proficiency in the English language, or athletic ability.

On June 26, 2015, the Oregon Governor signed into law Senate Bill 820, which will allow charter schools to give preference to historically underserved students in their lotteries, with the goal of encouraging more diverse populations of students in Oregon charter schools. Please see Section (d)(2) for more information on charter school lotteries and enrollment preferences in Oregon.

(2) Information about the way in which any charter school conducts its lottery is public.

Authorizers may request, at any time, information from the charter school about the process and/or results of the lottery. Given that SB 820 will allow charter schools to give preference to

certain subgroups of students, ODE will provide training on implementation of this provision to both authorizers and charter schools, and will encourage authorizers – both informally and in the Model Charter Contract – to require that charter schools submit documentation verifying the process and the outcomes of their annual lotteries. ODE will also draft administrative rules to specify the process for implementing this provision of the law.

As part of the subgrant application process, each applicant must submit a description of its recruitment and admissions policies and practices, including a description of the proposed lottery process and any allowable enrollment preferences it intends to employ. These descriptions must comply with Oregon law and all applicable federal non-discrimination laws, including the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments Act of 1972, and section 504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Act.

viii. Objectives:

Please see Sections (h)(1-3) for the complete Management Plan and Theory of Action, which describe the objectives of the proposed charter school grant program. Please see Section (i)(4), which describes how the SEA will inform teachers, parents, and communities of the SEA’s charter school grant program.

ix. Revolving loan fund: NA

x. Waivers: NA

Works Cited

Education Northwest. (2015). *Oregon Charter School Data*. Portland: Education Northwest.

Oregon Department of Education. (2012). *Statewide Report Card: 2011-12*. Salem: Oregon

Department of Education. Retrieved from

<http://www.ode.state.or.us/data/annreportcard/rptcard2012.pdf>

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

CHARTER SCHOOLS PROGRAM ASSURANCES – STATE EDUCATIONAL AGENCIES

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Title III of the Consolidated and Further Continuing Appropriations Act, 2015; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a State educational agency (SEA) application for a grant under the CSP must contain the following assurances.

As the duly authorized representative of the applicant, I certify to the following:

- 1) The applicant will require each eligible applicant desiring to receive a subgrant to submit an application to the SEA containing:
 - A. A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;
 - B. A description of how the charter school will be managed;
 - C. A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;
 - D. A description of the administrative relationship between the charter school and the authorized public chartering agency;
 - E. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;
 - F. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives;
 - G. A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school;
 - H. A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education;
 - I. A description of how students in the community will be (i) informed about the charter school; and (ii) given an equal opportunity to attend the charter school;
 - J. An assurance that the eligible applicant will annually provide the Secretary and the SEA such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);
 - K. An assurance that the applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;
 - L. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

- M. If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and
 - N. Such other information and assurances as the Secretary and SEA may require.
- 2) The applicant will –
 - A. Use the grant funds to award subgrants to one or more eligible applicants in the State to enable the applicant to plan and implement a charter school in accordance with this program; and
 - B. Use a peer review process to review applications for subgrants.
 - 3) State law, regulations, or other policies in the State where the applicant is located require that –
 - A. Each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school’s authorized public chartering agency that describes the obligations and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school’s financial statements that are filed with the school’s authorized public chartering agency; and demonstrate improved student academic achievement; and
 - B. Authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as one of the most important factors when determining to renew or revoke a school’s charter.
 - 4) The applicant will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.
 - 5) The applicant and each subrecipient will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Salam Noor

NAME OF AUTHORIZED OFFICIAL



SIGNATURE OF AUTHORIZED OFFICIAL

Deputy Superintendent of
Public Instruction

TITLE

July 10, 2015

DATE

Oregon Department of
Education

APPLICANT ORGANIZATION

July 15, 2015

DATE SUBMITTED

Oregon Department of Education

FY 2015 Application for Grants under the Charter Schools Program (CFDA Number 84.282A)

Oregon Charter Schools Program Project, 2015-2018

APPENDIX B: RESUMES/CURRICULUM VITAE

Cindy Hunt, Government and Legal Affairs Manager (Charter School Program Supervisor)

Kate Pattison, Charter School Specialist & Agency Strategic Plan Coordinator (Project Director)

Donna Newbeck, Office Support Assistant, Charter Schools and Deputy Superintendent's Office

PROFESSIONAL EXPERIENCE:

Oregon Department of Education, Salem, Oregon

Government and Legal Affairs Manager, August, 2010-present

Legal Affairs Coordinator, September 2007- August, 2010

- Serves on Department of Education Management Team
- Manages legal affairs and government relations unit
- Proactively mitigates both legal and political risks for agency
- Oversaw implementation of \$70 million in strategic initiative grants
- Develops agency legislative agenda
- Provides legal policy advice on education issues
- Works with all Department offices to further policy objectives
- Frequent presenter on education topics to State Board of Education, Oregon Legislature and Department of employees
- Testifies regularly in front of legislative committees on education legislation
- Conducts trainings on education and legal issues
- Explains cases, statutes and other legal documents to agency staff
- Coordinates agency rulemaking process
- Serves as administrative law judge and oversees hearing and appeals process
- Developed and oversees agency charter school appeals process
- Provides technical assistance to school districts and public
- Liaison to Department of Justice
- Managed legal resources to reduce agency legal fees by more than \$400,000/biennium

Fair Dismissal Appeals Board, Salem, Oregon

Executive Secretary, September 2007 – present

- Administers Fair Dismissal Appeals Board agency
- Manages appeals process for teachers and administrators
- Presented summary of new laws and cases to volunteer board

Equity Foundation, Portland, Oregon

Grants committee member, 2005 - present

- Reviews grant applications
- Makes recommendations for grant awards to achieve objectives of nonprofit organization
- Chairperson for regional grants committee

Willamette University, Salem, Oregon

College of Education Adjunct Professor, 2013

Issues and Ethical Leadership in School Administration, Winter and Fall Terms

Leadership and Communication, Summer Term

Legislative Counsel Committee, Salem, Oregon

Senior Deputy Legislative Counsel, April 2003 – August, 2007

Deputy Attorney, April 1994 – March 2003

Staff Attorney, September 1992 – November 1993

- Legislative specialist in education and school finance law
- Drafted over 4000 proposed bills and amendments on education law
- Advised legislators, lobbyists and agency personnel on state and federal law
- Testified regularly before legislative committees
- Explained complex education legal topics to legislators and legislative committees
- Drafted Oregon's charter school law
- Created uniform contract policy for statute database distribution
- Drafted and reviewed contracts for database distribution and software acquisition
- Reviewed administrative rules of state agencies for legal sufficiency
- Managed training program for new attorneys
- Mentored new deputy legislative counsels and Willamette Law School students
- Selected, supervised and reviewed work of staff attorneys and legal externs

Oregon Legal Services, McMinnville, Oregon

Attorney Volunteer, March 1992 – September 1992

- Counseled clients on landlord-tenant, public assistance and consumer law
- Represented clients at administrative hearings

SAIF Corporation, Salem, Oregon

Law Clerk, August 1989 – August 1991

- Wrote over 150 workers' compensation appellant briefs
- Drafted first analysis of newly enacted Americans with Disabilities Act

TEACHING AND WRITING EXPERIENCE:

- Authored *S.B. 100: Creating Public School Choice Through Charter Schools*, Willamette Law Review, Spring, 2000
- Frequent presenter on education policies and laws at Department of Education conferences, webinars and trainings
- Issues and Ethical Leadership in School Administration, Winter and Fall Terms
- Leadership and Communication, Summer Term
- Makes education policy presentations to monthly State Board of Education meetings
- Guest lectured on charter schools at Willamette University Graduate School of Education
- Annually teach Department of Education staff on legislative process
- Instructed Court of Appeals justices and clerks on bill drafting
- Guest lectured on legislative process at University of Oregon Law School
- Guest lectured on Oregon's new education governance structure at University of Oregon School of Education for administrator continuing licensure class
- Spoke on education reform issues at National Conference of State Legislatures Annual Convention
- Presented on several education topics at annual Special Education Conferences, including civil rights, harassment and bullying, legislative update, charter schools and special education
- Taught classes to new lawyers on legislative bill drafting
- Trained lawyers on education law and Oregon's prekindergarten through higher education governance system

- Created training materials on new public employee ethics laws
- Conducted ethics training for all Department of Education staff
- Conducted administrative rules trainings for Department of Education staff
- Conducted seminar on charter school issues and solutions at Confederation of School Administrators conference
- Facilitated State Board of Education discussion on virtual education policy
- Guest speaker on legislative process for community groups
- Taught Continuing Legal Education seminar on public contracting to Council of School Attorneys
- Regularly conducted and facilitated leadership and communications trainings for Toastmasters International members

LEADERSHIP EXPERIENCE:

- National Legislative Education Staff Network, executive board member
- Assembly on State Issues, National Conference of State Legislatures, executive board member
- Oregon School Boards Association Charter Schools 10 year review Taskforce member
- Online Learning Legislative Taskforce member
- Virtual Education Legislative Taskforce member
- Regional Education Services Taskforce member
- Mary Leonard Law Society, President
- Statehouse Toastmasters, President
- Toastmasters, Advanced Communicator and Advanced Leader Bronze
- Completed Toastmasters Competent Leader Program
- Toastmasters Capitol Division Governor providing leadership, oversight and assistance to 20 toastmasters clubs in Salem area
- Oregon State Bar Leadership College Fellow
- Chairperson of Oregon State Bar Continuing Legal Education Committee

EDUCATION:

Willamette University College of Law, Salem, Oregon
Juris Doctorate, 1991

Montana State University, Bozeman, Montana
Bachelor of Arts in Political Science, 1987

Polson High School, Polson Montana
Diploma, 1983

CURRENT PROFESSIONAL AFFILIATIONS:

Oregon State Bar member
Bar number: 91321

Confederation of Oregon School Administrators member

Equity Foundation Grants committee member

Kate Pattison

Summary of Skills:

Networking and effective relationships
Technical assistance facilitation
Cross-departmental collaboration
Strategic thinking and problem solving
Public speaking
Training and professional development
Successful time management
Budget management and reporting
Database management
Corrective action plans

Customer service
Non-profit organization
Research and evaluation
LEAN concepts trainer
Workplace safety educator
Recruiting, hiring, firing
Conflict resolution
Adaptable and professional
Excellent communication skills

Education:

University of Phoenix, Masters in elementary Education (K-8) **2012**
California State University, Chico, B.A. Communication Design **2003**

Relevant Professional Experience:

Oregon Department of Education, Charter School Specialist & Agency Strategic Planning **12/2010-current**

- Support developers, operators and authorizers with questions regarding charter school development, grant process, educational programs, and statutory regulations
- Provide support and oversight to the four State Board Authorized charter schools in Oregon
- Maintain the Oregon CSP Handbook, Guide to State Board of Education Charter School Sponsorship, and other OCSPP technical assistance resources
- Coordinate, facilitate, organize, and present the agency's strategic plan by convening workgroups, developing routines for reporting, and designing presentations for the public
- Provide technical assistance and support for the OCSPP Grant processes
- Manage the appeals and State Board of Education (SBE) sponsorship and waiver request process
- Facilitate the charter contract process with State Sponsored Schools
- Communicate to the field regarding important updates, grant requirements, and respond to complaints about charter schools
- Manage all components of Oregon CSP investigations: records, assets, and related files
- Coordinate with ODE legal affairs on issues and questions relating to Charter Schools in Oregon
- Collaborate with other state agencies and organizations to provide current information and high quality technical support to charter school developers, operators and authorizers
- Coordinate with other ODE teams to provide comprehensive support to charter schools and school districts in Oregon

Oregon Department of Education, Administrative Specialist **4/2010-12/2010**

- Direct support to the Director of the Oregon Charter School Program Title V-B, 21st Century Community Learning Centers Title IV-B, Title III, Title I-C programs, GED, Private Schools, and Instructional Materials.
- Develop effective and professional working relationships across the agency
- Field calls and answer questions regarding educational program development, implementation, and statutory regulations
- Support process and materials for CSP investigation including student records, assets, and related files
- Conduct research and write recommendations when necessary
- Coordinate state RFP and grant application processes including peer review panels
- Support federal monitoring for Title III, Charter School Program, and 21st Century Community Learning Centers

Kate Pattison - Continued

Starbucks Coffee Company, Store manager **2005-2009**

- Manage budget requirements and control costs for store with sales grossing \$1.4M annually.
- Organize and participate in community events benefiting local area.
- Increase sales from 2006 to 2007 by 15% as well as store cleanliness & food safety score by 52%.
- Advanced Facilitator for National Food Safety Registry Class and exam with 100% pass-rate.
- LEAN Thinking program test-store for district, 2008; peer trainer for Lean district projects.
- Manage a diverse staff of 20 while maintaining a turnover rate below national average.
- Train and utilize and development tools to promote eight employees to management positions.
- Partner Development Lead for district of twelve stores: organize hiring events, ensure 105% staffing, active recruitment of new management candidates, facilitate training and development for peers.
- Awards: Most Valuable Partner for District 2007, Community Involvement – Joy Drive 2006.

Grilla Bites Restaurant, Owner/Operator **2004-2005**

- Organic, healthy recipe and menu creation, implementation and cost analysis.
- Updated entire inventory and created management systems.
- Developed strong relationships with vendors and negotiated contracts.
- Doubled daily sales while reducing the cost of goods and labor.
- Implemented breakfast/espresso/coffee/tea menu and training program.
- Managed and trained staff of 12 from diverse backgrounds with zero employee turnover for over nine months. Emphasis on customer service, food quality, and cleanliness.
- Organized several community events for the promotion of healthy and sustainable eating, including an Organic Slow Food Dinner for 220 people with significant local media attention.

Educational Resource Consultants, Grant Consultant **2004**

- Increased the national reach of Newton Learning (a division of the Edison Corporation) from 5 states to 30 states, through the supplemental educational services application process.
- Audited the After School Programs Database for the Fresno County Office of Education (FCOE). Provided technical assistance to FCOE district supervisors to pinpoint information deficiencies and mobilize data completion prior to evaluation deadline.

CSU, Chico – UHFS, Administrative Support Assistant **2000-2004**

- Administrative and special project support for the Coordinator for Student Judicial Affairs.
- Initiated and co-created the judicial management database as an interim system for storing and disaggregating multi-dimensional and highly sensitive data (Microsoft Access based system).
- With the Director of Housing and Food Service, prepared quarterly housing, conduct recidivism, and policy violation reports for the California State University system.
- Facilitated communication between the Judicial Affairs Office, the Office of Vice President of Student Affairs and University Communications Department (Public Relations).
- Managed confidential judicial files; managed telephone calls from students, staff, faculty and parents; prepared certified mail, maintained calendar and travel arrangements.
- Worked on short-term project as additional support to the accounting team (data entry and audits).
- Created new employee handbook for University Housing and Food Service, the largest department on campus.

Other Related Experience:

Teacher's Assistant: 3rd-5th grades – Union Hill School District, Grass Valley, CA **1998-1999**

Teacher's Assistant: Special Education – Nevada City School District, Nevada City, CA **1999**

Teacher's Assistant: 5th grade – Cold Springs School, Montecito, CA **1999**

High School Coordinator: 9th-12th grades – Calvary Bible Church, Grass Valley, CA **2000**

Professional/Educational Affiliations:

Parish Collective Board of Directors, 2015; Community Roots Charter School Board of Directors, 2014-current; Board of directors, Bola Moyo (www.bolamoyo.org) 2004-2007; CSUC Alumni Association; Scour & Devour Community Clean-up Coordinator, 1999-2001.

Donna Newbeck

Work: [REDACTED]
[REDACTED]

Cell: [REDACTED]
[REDACTED]

Current Position: Office Specialist 2; Oregon Department of Education
Responsibility: Support for: Charter Schools, GED Option Program, Private Alternative Schools, Home Schools

Highlights:

2015-2015 **Home School**
2012-2015 **Private Alternative School and Registration**
1999-2015 **Charter School Grant Support Staff:** support for grant and charter school team
2004-2015 **GED Option Program**
2004-2013 **21st Century Schools, Middle School Improvement, Schools To Watch, GED Option Program, Service Learning:** support for these programs, some of which have grants
2003-2007 **Physical Education Support Staff:** support for PE Ed. Specialist, content standards for PE
1998-2003 **Grants and Content Panels:** support for various grants and content panels
1995-1998 **Cashier and head vault teller for the Oregon Food Stamp Program**

Education Background:

2008-2015 Professional development training, Office technology training
1998-2008 Professional development training, grant management training, procurement training
1985-1986 Basic Computer Programming – Home Study
1977-1979 Modern Beauty College – general studies, including business management
1977 One term at Walla Walla College – general studies, technical and business writing
1977 Graduated high school

Responsibilities and Achievements:

2015-2015 **Home School**
2012-2015 **Private Alternative School and Registration**

- 1999-2015 **Charter Schools:** support the Federal Charter School Program Grant, provide assistance to charter school developers, operators, and public explaining policy and procedure for charter school grant application, claiming funds, assist with grant application to the U.S. Department of Education, assist with the handbook and directory, maintain charter school files, general support the charter school team
- 2004-2008 **21st Century Schools, Middle School Improvement, Schools To Watch, GED Option Program, Service Learning:** support for these programs, some of which have grants, maintain files, answer question about policy and procedure
- 2003-2007 **Physical Education Support Staff:** support for PE Ed. Specialist, content standards for PE
- 1998-2003 **Grants and Content Panels:** support for Goals 2000 Grants, Professional Development Grant, Character Education Grant, Superintendent's Reading Corps Grant, Social Science and Content panel, English Language Arts and Reading Content Panels
- 1995-1998 **Cashier and head vault teller for the Oregon Food Stamp Program:** kept accurate records of amount of food stamps used each month, responsible for mailing out food stamps each month, food stamp tracking for legal matters, helped in changing program from food stamps to EBT debit card.

Oregon Department of Education

FY 2015 Application for Grants under the Charter Schools Program (CFDA Number 84.282A)

Oregon Charter Schools Program Project, 2015-2018

APPENDIX E: ADDITIONAL INFORMATION

2015-2017 ODE SEA Indirect Agreement2

2013-14 Oregon School Report Card4

2013-14 Oregon School Report Card Detail Sheet.....6

2015-20 Ivy School Performance Framework11

2015-17 ODE Draft Strategic Plan36

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Oregon Department of Education
255 Capitol Street, NE
Salem, OR 97310

Date: JUN - 5 2015

Agreement No: 2015-119

Filing Reference: Replaces previous
Agreement No. 2014-069 (A)

Dated: 11/25/2014

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Indirect rates for fiscal years that begin on or after December 26, 2014 are subject to 2 CFR Part 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2014	06/30/2015	27.5%	MTDC	Unrestricted
Fixed	07/01/2014	06/30/2015	22.9%	MTDC	Restricted
Predetermined	07/01/2015	06/30/2017	18.9%	MTDC	Unrestricted
Predetermined	07/01/2015	06/30/2017	15.7%	MTDC	Restricted

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

FROM THE PRINCIPAL

Dear Parents and Community Members,

The Academy received a report card rating of 5, which is outstanding! Our students have made significant growth over the years with our efforts focused on increasing achievement and closing the achievement gap. The 2014 eighth grade class, entered sixth grade with only 29% meeting the state standards and by eighth grade 81% of the students met state standards. Our students are among the highest performing students in math. Our students have also made academic gains in reading.

Key academic highlights are:

- 100% of all 7th & 8th grade male students met standards in math
- 73% of males met standards in math
- 73% of African-American Females met the 8th grade reading and math standard

- 70% of all students met state standard in reading
- Over 90% of 7th graders made growth on the reading and math assessment

The state uses the school report card to focus its support for schools and to inform school policies. The Academy School Staff and I use this report card to guide our understanding of our school's strengths and areas that need improvement. I hope that you will find the report card to be a useful tool in gaining a deeper understanding of our school's performance for the 2013-2014 school year.

I welcome your questions and comments about the report card and also look forward to your involvement in the school this year.

Thank you,

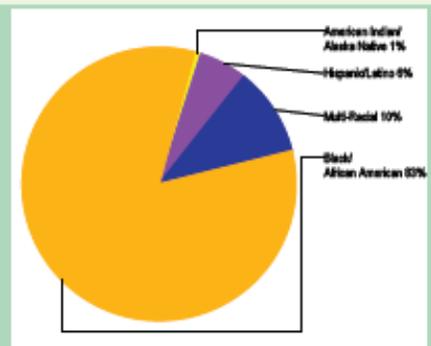
Principal | Andre Goodlow

SCHOOL PROFILE

Enrollment 2013-14	124	Select Demographics 2013-14	
Change from previous year	-2.4%	English Learners	*
Students attending 90% or more of enrolled days	94.3%	<i>Students who have ever been eligible for or participated in a program to acquire academic English.</i>	
.....		Economically disadvantaged	90%
.....		Students with disabilities	13%
.....		Number of different languages spoken:	1

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

STUDENTS



OVERALL STATE RATING HOW ARE STUDENTS AT THIS SCHOOL PERFORMING COMPARED TO THOSE AT OTHER SCHOOLS?

The overall state rating is intended to summarize this school's particular successes and challenges. It is based on a combination of up to five factors. Three of these factors come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved subgroups. Please be aware that this rating is based mainly on high-stakes testing and accordingly, represents a limited view of student performance. Other aspects of this report card are designed to put this rating in the proper context.

Compared to all schools statewide in 2013-14, this school is rated as Level 5.



- Level 1 = Falls into the bottom 5% of schools
- Level 2 = Falls between 5% and 15% of schools
- Level 3 = Falls between 15% and 44% of schools
- Level 4 = Falls between 44% and 90% of schools
- Level 5 = Falls into the top 10% of schools

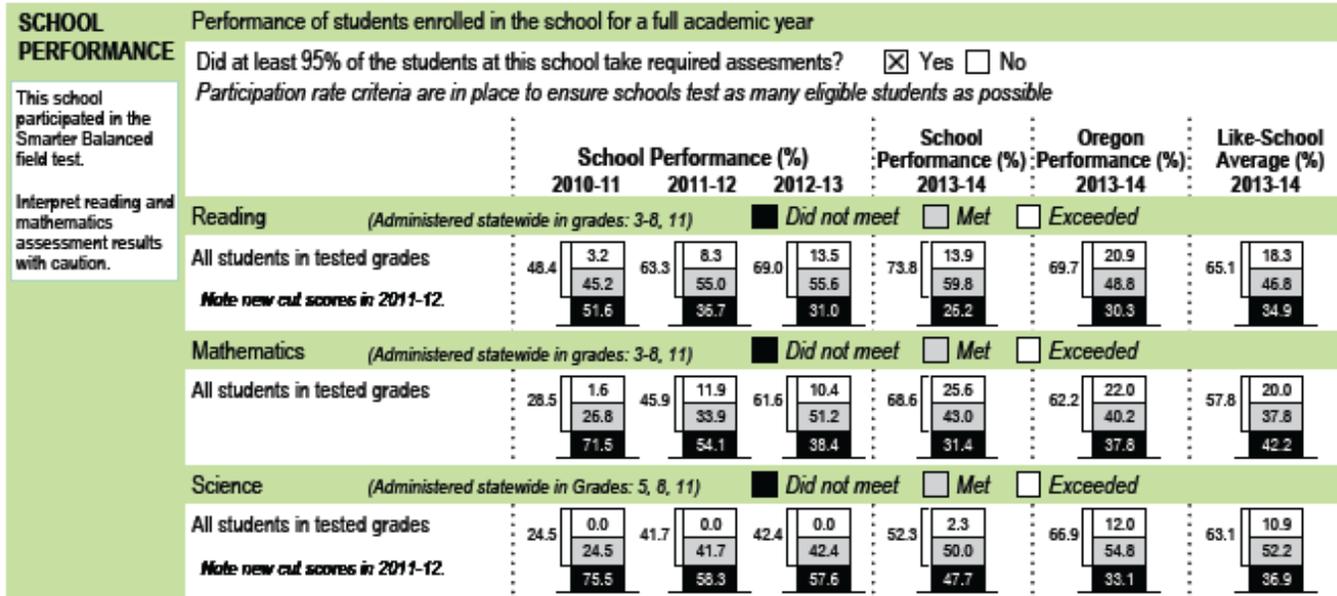
Compared to middle schools with similar student demographics in 2013-14, this school's rating is above average.



- Below average** = Falls into the bottom third of comparison schools
- About average** = Falls into the middle third of comparison schools
- Above average** = Falls into the top third of comparison schools

This school participated in the Smarter Balanced field test. Interpret the overall school rating and the like-school comparison rating with caution.

PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?



OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

STUDENT GROUP OUTCOMES	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average		
	Economically Disadvantaged	70.9	57.8	+13.1	American Indian/Alaska Native			Native Hawaiian/Pacific Islander			
Reading				Reading	* 54.9	*	Reading	* 55.6	*		
Mathematics	67.0	49.5	+17.5	Mathematics	* 45.6	*	Mathematics	* 52.4	*		
Science	51.2	54.6	-3.4	Science	* 54.0	*	Science	* 48.4	*		
English Learners				Asian			White				
Reading	* 47.7	*	*	Reading	* 79.8	*	Reading	* 75.8	*		
Mathematics	* 46.5	*	*	Mathematics	* 81.3	*	Mathematics	* 67.3	*		
Science	* 40.5	*	*	Science	* 74.8	*	Science	* 74.5	*		
Students with Disabilities				Black/African American			Female				
Reading	20.0	30.5	-10.5	Reading	69.6	50.5	+19.1	Reading	77.8	73.7	+4.1
Mathematics	7.1	22.3	-15.2	Mathematics	63.4	39.1	+24.3	Mathematics	65.8	63.7	+2.1
Science	* 36.7	*	*	Science	48.6	39.1	+9.5	Science	51.9	64.9	-13.0
Migrant				Hispanic/Latino			Male				
Reading	* 42.5	*	*	Reading	>95	52.4	*	Reading	68.0	65.9	+2.1
Mathematics	* 41.2	*	*	Mathematics	85.7	47.0	+38.7	Mathematics	72.9	60.7	+12.2
Science	* 33.2	*	*	Science	* 45.9	*	*	Science	52.9	68.8	-15.9
Talented and Gifted				Multi-Racial							
Reading	>95	98.5	*	Reading	92.3	73.6	+18.7	Note: a "*" is displayed when data are unavailable or to protect student confidentiality.			
Mathematics	>95	98.2	*	Mathematics	>95	64.5	*				
Science	* 98.1	*	*	Science	* 70.5	*	*				

District: Portland SD 1J
School: Self Enhancement, Inc/SEI Academy

The purpose of the Report Card Rating Details report is to describe the rating methodology and display the data used by the school accountability system to determine the overall school rating that is shown on each school's Report Card. The Oregon Department of Education (ODE) piloted the school accountability system in 2011-2012 to identify Priority, Focus, and Model schools as part of the ESEA Waiver. For more details on the school report cards, please visit the following link: <http://www.ode.state.or.us/go/schoolRC>.

Overall Level: Level 5

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement <i>(page 3)</i>	Level 3	60.0%	25	15.0
Academic Growth <i>(page 4)</i>	Level 5	100%	50	50.0
Subgroup Growth <i>(page 5)</i>	Level 5	100%	25	25.0
Number of Missed Participation Targets* <i>(page 6)</i>	0	NA		
Totals**				90.0
Weighted Percent				90.0%

Level Assignment	Weighted Percent
Level 5	87.0 or above
Level 4	70.0 to 86.9
Level 3	47.0 to 69.9
Level 2	26.5 to 46.9
Level 1	Less than 26.5

Levels are calculated using the percentage of points earned out of the total points eligible. For schools with data on all indicators, the total points possible are:

- 25 for Academic Achievement
- 50 for Academic Growth
- 25 for Subgroup Growth

The total score is matched to the scoring guide above to determine the school's rating.

* Schools do not receive points for participation. However, a school's overall Level is lowered by one level for each consecutive year that it did not meet all participation targets, starting in 2012-13.

** Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.

Federal Reporting Designations	
Received Title I Funds in 2013-14 (Y/N)	Y
ESEA Designation (if any)	Model

This school participated in the Smarter Balanced field test. The available OAKS tests may not be representative of all students required to test. Interpret the overall school rating and the performance indicator ratings with caution.

District: Portland SD 1J

School: Self Enhancement, Inc/SEI Academy

The school accountability system determines the overall school rating by using the percent of points a school earns for each of the indicators below. Subsequent pages display the data that support each indicator rating.

Academic Achievement (page 3)	Level	Points Earned	Points Eligible
Reading (All Students)	Level 3	3	5
Mathematics (All Students)	Level 3	3	5
Total	Level 3	6	10
Percent of Points Earned = Total Points Earned / Total Points Eligible			
			60.0%

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90.0%
Level 4	70.0%
Level 3	50.0%
Level 2	30.0%
Level 1	<30.0%

Academic Growth (page 4)	Level	Points Earned	Points Eligible
Reading (All Students)	Level 5	5	5
Mathematics (All Students)	Level 5	5	5
Total	Level 5	10	10
Percent of Points Earned = Total Points Earned / Total Points Eligible			
			100%

Subgroup Growth (page 5)	Level	Points Earned	Points Eligible
Reading			
Economically Disadvantaged	Level 5	5	5
English Learners	Not Rated	0	0
Students with Disabilities	Not Rated	0	0
Underserved Races/Ethnicities ¹	Level 5	5	5
Math			
Economically Disadvantaged	Level 5	5	5
English Learners	Not Rated	0	0
Students with Disabilities	Not Rated	0	0
Underserved Races/Ethnicities ¹	Level 5	5	5
Total	Level 5	20	20
Percent of Points Earned = Total Points Earned / Total Points Eligible			
			100%

1. Includes American Indian/Alaskan Native, Pacific Islander, Black, and Hispanic students.

District: Portland SD 1J

School: Self Enhancement, Inc/SEI Academy

The Academic Achievement indicator rating reflects the percent of all students that meet or exceed standards on the state reading and mathematics assessments at all tested grades in the school. Note that, despite their display below, the Academic Achievement indicator rating does not include subgroup data as described in Oregon's ESEA Waiver.

Achievement Level Cutoffs		
Level	Reading	Math
Level 5	87.2 & above	82.3 & above
Level 4	72.0 to 87.1	69.0 to 82.2
Level 3	58.8 to 71.9	49.2 to 68.9
Level 2	49.6 to 58.7	39.3 to 49.1
Level 1	Less than 49.6	Less than 39.3

Reading	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 3	126	69.0	122	73.8	71.4
Economically Disadvantaged ¹	Level 3	109	67.0	110	70.9	68.9
English Learners ¹	Not Rated	*	*	*	*	*
Students with Disabilities ¹	Not Rated	15	20.0	15	20.0	20.0
Underserved Races/Ethnicities ¹	Level 3	114	67.5	109	71.6	69.5
American Indian/Alaska Native ²	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander ²	Not Rated	*	*	*	*	*
Black/African American ²	Level 3	106	65.1	102	69.6	67.3
Hispanic/Latino ²	Not Rated	*	>95	*	>95	>95
Asian ¹	Not Rated	*	*	*	*	*
White ¹	Not Rated	*	*	*	*	*
Multi-Racial ¹	Not Rated	12	83.3	13	92.3	88.0

Math	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 3	125	61.6	121	68.6	65.0
Economically Disadvantaged ¹	Level 3	108	60.2	109	67.0	63.6
English Learners ¹	Not Rated	*	*	*	*	*
Students with Disabilities ¹	Not Rated	14	7.1	14	7.1	7.1
Underserved Races/Ethnicities ¹	Level 3	113	59.3	108	64.8	62.0
American Indian/Alaska Native ²	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander ²	Not Rated	*	*	*	*	*
Black/African American ²	Level 3	105	56.2	101	63.4	59.7
Hispanic/Latino ²	Not Rated	*	>95	7	85.7	93.3
Asian ¹	Not Rated	*	*	*	*	*
White ¹	Not Rated	*	*	*	*	*
Multi-Racial ¹	Not Rated	12	83.3	*	>95	92.0

1. These data are not part of the achievement rating but are included to provide additional information on subgroup performance.
2. Included in the Underserved Races/Ethnicities subgroup.

District: Portland SD 1J

School: Self Enhancement, Inc/SEI Academy

The Academic Growth indicator uses the Colorado Growth Model to measure student growth in reading and mathematics as compared to academic peers (i.e., students throughout the state who have a similar reading or math test score history). Oregon adopted this growth model as part of the process of obtaining a waiver from some of the requirements of the No Child Left Behind Act (NCLB). This growth model provides a more complete picture of student performance and will help provide a better evaluation of school effectiveness.

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	60 & above	70 & above
Level 4	45 to 59.5	55 to 69.5
Level 3	35 to 44.5	45 to 54.5
Level 2	30 to 34.5	40 to 44.5
Level 1	Less than 30	Less than 40

The growth model looks at a student's growth as compared to that of his/her academic peers with a similar test score history. The Growth Model subsequently expresses student growth as a percentile. For example, a growth percentile of 50 would indicate that a student had average growth compared to all other students in the state with similar prior test scores. A growth percentile of 80 would indicate that a student's growth was as high or higher than 80 percent of his/her academic peers.

The school accountability system uses the median growth percentile which represents "typical" growth at the school. As shown below, this median growth percentile is the basis for the Academic Growth ratings for reading and mathematics. The growth model also provides growth targets for students in grades 3 to 8. These growth targets represent the growth percentile a student would need to meet the standard within three years (for those students currently below standard) or to maintain standard for the next three years (for those students above standard). The school accountability system uses the median growth target to determine whether students at the school have On Track growth:

- If the Combined Median Growth Percentile = Combined Median Growth Target, then On Track Growth = 'Yes'
- If the Combined Median Growth Percentile < Combined Median Growth Target, then On Track Growth = 'No'

On Track growth is used to determine the growth levels (see the Growth Level Cutoffs table in the upper right corner of this page).

Academic Growth	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Reading (All Students)	Level 5	122	58.5	118	61.0	60.5	22.5	Yes
Mathematics (All Students)	Level 5	121	65.0	115	74.0	69.0	34.0	Yes

Data notes:

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating

* Fewer than 6 students with growth percentiles.

NA Not applicable

District: Portland SD 1J

School: Self Enhancement, Inc/SEI Academy

The Subgroup Growth indicator measures the growth of historically underserved student subgroups. It disaggregates the Academic Growth indicator and reflects the growth for economically disadvantaged, limited English proficient, students with disabilities, and historically underserved races/ethnicities. To receive a Subgroup Growth indicator rating, a subgroup must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and have at least 30 students with growth percentiles.

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	60 & above	70 & above
Level 4	45 to 59.5	55 to 69.5
Level 3	35 to 44.5	45 to 54.5
Level 2	30 to 34.5	40 to 44.5
Level 1	Less than 30	Less than 40

Reading	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Level 5	106	56.5	107	64.0	61.0	26.0	Yes
English Learners	Not Rated	*	*	*	*	*	*	NA
Students with Disabilities	Not Rated	14	41.0	14	66.0	53.5	63.5	NA
Underserved Races/Ethnicities	Level 5	110	61.0	107	62.0	62.0	23.0	Yes
American Indian/Alaska Native ¹	Not Rated	*	*	*	*	*	*	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	*	*	*	*	*	*	NA
Black/African American ¹	Level 5	102	58.5	100	63.0	61.0	26.5	Yes
Hispanic/Latino ¹	Not Rated	8	90.5	7	55.0	90.0	7.0	NA
Asian ²	Not Rated	*	*	*	*	*	*	NA
White ²	Not Rated	*	*	*	*	*	*	NA
Multi-Racial ²	Not Rated	12	42.0	11	58.0	46.0	14.0	NA

Math	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Level 5	105	67.0	104	73.5	70.0	36.0	Yes
English Learners	Not Rated	*	*	*	*	*	*	NA
Students with Disabilities	Not Rated	13	30.0	11	31.0	30.5	85.0	NA
Underserved Races/Ethnicities	Level 5	109	66.0	104	71.5	68.0	36.0	Yes
American Indian/Alaska Native ¹	Not Rated	*	*	*	*	*	*	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	*	*	*	*	*	*	NA
Black/African American ¹	Level 5	101	64.0	97	71.0	66.0	38.0	Yes
Hispanic/Latino ¹	Not Rated	8	77.0	7	86.0	80.0	15.0	NA
Asian ²	Not Rated	*	*	*	*	*	*	NA
White ²	Not Rated	*	*	*	*	*	*	NA
Multi-Racial ²	Not Rated	12	58.0	11	80.0	77.0	20.0	NA

1. Included in the Underserved Races/Ethnicities subgroup.

2. These data are not part of the academic growth rating but are included to provide additional information on subgroup performance.

**State Board of Education
Public Charter School Performance Framework
and Annual Evaluation Report**

**The Ivy School
(State Sponsored Charter School)
To be used for the school years 2015-16, 2016-17,
2017-18, 2018-19, and 2019-2020***

**Prepared by Kate Pattison
Charter School Specialist**

**Oregon Department of Education
255 Capitol St NE
Salem, OR 97310**

*The State Board of Education and Ivy may agree to revisions in future years if it improves the annual assessment.

Introduction

Across Oregon, public charter schools provide additional options for students and families. The State Board of Education is a public charter school authorizer, or “sponsor” in the state as an appellate governing body. If an application to establish a public charter school is denied by a local school district, the charter school developers may appeal the district decision to the State Board of Education. If the application is deemed to meet the criteria, it is possible for the charter school to be authorized by the State Board of Education. While the state provides oversight and support to its sponsored charters, each charter school has autonomy over its budget, hiring, and the development and implementation of its educational program.

The State Board of Education has decided to maintain high standards for its sponsored charter schools, and for ensuring that charter schools are not only compliant with all applicable laws, but that their academic programs are successful, they are financially viable, and their organizations are effective and responsibly managed. The State Board of Education is particularly interested in analyzing equity issues within public charter schools and may continue to refine the tools with which it uses to evaluate a public charter school’s effectiveness and quality.

In so doing, the State Board of Education has established the following performance framework, which is largely derived from the Core Performance Framework and Guidance developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial, and organizational performance, and to “...guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal”.¹

Because each charter school’s story and perspective on its own performance are critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the State Board and the charter school. It is our hope and goal that each charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each State Board of Education public charter school.



Kate Pattison
Program Analyst
Oregon Department of Education

¹ From NACSA’s Core Performance Framework and Guidance.

Calendar for Use of Performance Framework

This Performance Framework is designed to complement and inform the annual site visit conducted by the State Board of Education and the Department of Education as well as the annual report due to the Department from The Ivy School each year. To that end, the calendar below is a proposed outline of activities and timelines to support transparency, efficient use of time, and planning.

Date	Description
By July 31	School Improvement Plan submitted to ODE
By August 15	School Improvement plan approved by ODE
Before school starts	Review operational performance for start of the year (e.g. teacher qualifications, background checks, and trainings)
By September 30	Meet with school leadership to set specific dates for scheduled onsite reviews and the Annual Site Visit
By October 31	Review student assessment systems (state and easyCBM)
By December 1	Annual report submitted to ODE for prior year
Between January 2 – March 31	Conduct Annual Site Visit which will include reviewing evidence in all areas of the performance framework as indicated in the Site Visit Protocol
By May 31	Review preliminary student academic performance data and finalize Annual Site Visit Report
On July 1	Evaluate preliminary student academic performance
By July 15	Provide preliminary Performance Framework evaluation with comments and recommendations
By July 31	School Improvement Plan submitted to ODE with comments on Performance Framework evaluation and recommendations
By August 15	School Improvement Plan approved by ODE
August State Board Retreat	Present the Annual Site Visit Report, School Improvement Plan, and final Performance Framework evaluation

Academic performance: data elements and sources

The purpose of the Academic Performance section of the Annual Report is to evaluate whether or not the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance", while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

The following data elements and sources are used to complete the Academic Performance analysis:

- The charter school's Oregon Report Card
- The charter school's contract
- The charter school's whole school growth and performance on standardized tests in Reading and Math
- The charter school's subgroup growth and performance on standardized tests in Reading and Math
- The district's Oregon Report Card (for the district in which the charter school is located)
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The charter school's EasyCBM data
- The charter school's alignment to Common Core State Standards as evidenced by course descriptions, curriculum alignments, etc. (where applicable)
- The charter school's data generated through alternative measures specific to its mission. [To be added when Montessori alternative measures are available]

Academic Performance

1. Oregon School Rating System

Measure 1a Is the school meeting acceptable standards according to the Oregon State school rating system?
Exceeds expectations: <input type="checkbox"/> School received the highest rating from the state accountability system (level 5)
Meets expectations: <input type="checkbox"/> School received a passing rating from the state accountability system (levels 4)
Needs improvement: <input type="checkbox"/> School did not receive a passing rating from the state accountability system (level 3)
Falls far below expectations: <input type="checkbox"/> School is identified for intervention or considered failing by the state accountability system (level 1-2)
State Board of Education comments:
School comments:

Measure 1b Is the school meeting state designation expectations as set forth by the state and federal accountability system?
Exceeds expectations: <input type="checkbox"/> School was identified as a "Model" school
Meets expectations: <input type="checkbox"/> School does not have a designation
Needs improvement: <input type="checkbox"/> School was identified as a "Focus" or "Priority" school
State Board of Education comments:
School comments:

Measure 1c How are Economically Disadvantaged students achieving on state assessments in READING?
Exceeds expectations: <input type="checkbox"/> More than 85% of the school's average subgroup achievement rate meets or exceeds standard.
Meets expectations: <input type="checkbox"/> Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.
Needs improvement:

<input type="checkbox"/> Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.
Falls far below expectations: <input type="checkbox"/> Below 55% of the school's average subgroup achievement rate meets or exceeds standard.
State Board of Education comments:
School comments:

Measure 1d How are Economically Disadvantaged students achieving on state assessments in MATH?
Exceeds expectations: <input type="checkbox"/> More than 85% of the school's average subgroup achievement rate meets or exceeds standard.
Meets expectations: <input type="checkbox"/> Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.
Needs improvement: <input type="checkbox"/> Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.
Falls far below expectations: <input type="checkbox"/> Below 55% of the school's average subgroup achievement rate meets or exceeds standard.
State Board of Education comments:
School comments:

Measure 1e How are English Learners achieving on state assessments in READING?
Exceeds expectations: <input type="checkbox"/> More than 85% of the school's average subgroup achievement rate meets or exceeds standard.
Meets expectations: <input type="checkbox"/> Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.
Needs improvement: <input type="checkbox"/> Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.
Falls far below expectations: <input type="checkbox"/> Below 55% of the school's average subgroup achievement rate meets or exceeds standard.
State Board of Education comments:
School comments:

Measure 1f

How are **English Learners** achieving on state assessments in MATH?

Exceeds expectations:

- More than 85% of the school's average subgroup achievement rate meets or exceeds standard.

Meets expectations:

- Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.

Needs improvement:

- Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.

Falls far below expectations:

- Below 55% of the school's average subgroup achievement rate meets or exceeds standard.

State Board of Education comments:

School comments:

Measure 1g

How are **Students with Disabilities** achieving on state assessments in READING?

Exceeds expectations:

- More than 85% of the school's average subgroup achievement rate meets or exceeds standard.

Meets expectations:

- Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.

Needs improvement:

- Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.

Falls far below expectations:

- Below 55% of the school's average subgroup achievement rate meets or exceeds standard.

State Board of Education comments:

School comments:

Measure 1g

How are **Students with Disabilities** achieving on state assessments in MATH?

Exceeds expectations:

- More than 85% of the school's average subgroup achievement rate meets or exceeds standard.

Meets expectations:

<input type="checkbox"/> Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.
Needs improvement: <input type="checkbox"/> Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.
Falls far below expectations: <input type="checkbox"/> Below 55% of the school's average subgroup achievement rate meets or exceeds standard.
State Board of Education comments:
School comments:

Measure 1h How are Students of Underserved Races/Ethnicities achieving on state assessments in READING?
Exceeds expectations: <input type="checkbox"/> More than 85% of the school's average subgroup achievement rate meets or exceeds standard.
Meets expectations: <input type="checkbox"/> Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.
Needs improvement: <input type="checkbox"/> Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.
Falls far below expectations: <input type="checkbox"/> Below 55% of the school's average subgroup achievement rate meets or exceeds standard.
State Board of Education comments:
School comments:

Measure 1i How are Students of Underserved Races/Ethnicities achieving on state assessments in MATH?
Exceeds expectations: <input type="checkbox"/> More than 85% of the school's average subgroup achievement rate meets or exceeds standard.
Meets expectations: <input type="checkbox"/> Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.
Needs improvement: <input type="checkbox"/> Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.
Falls far below expectations: <input type="checkbox"/> Below 55% of the school's average subgroup achievement rate meets or exceeds standard.
State Board of Education comments:

School comments:

Measure 1j

How are **All** students achieving on state assessments in **READING**?

Exceeds expectations:

- More than 85% of the school's average subgroup achievement rate meets or exceeds standard.

Meets expectations:

- Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.

Needs improvement:

- Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.

Falls far below expectations:

- Below 55% of the school's average subgroup achievement rate meets or exceeds standard.

State Board of Education comments:

School comments:

Measure 1k

How are **All** students achieving on state assessments in **MATH**?

Exceeds expectations:

- More than 85% of the school's average subgroup achievement rate meets or exceeds standard.

Meets expectations:

- Between 70%-84% of the school's average subgroup achievement rate meets or exceeds standard.

Needs improvement:

- Between 55%-69% of the school's average subgroup achievement rate meets or exceeds standard.

Falls far below expectations:

- Below 55% of the school's average subgroup achievement rate meets or exceeds standard.

State Board of Education comments:

School comments:

2. Student Academic Growth

Measure 2a

Are **All** students making annual academic growth in **READING** compared to their peers? (Median Growth Percentile)

Exceeds expectations:

- Median growth percentile of 60 or more

Meets expectations: <input type="checkbox"/> Median growth percentile of between 35 and 59.5
Needs improvement: <input type="checkbox"/> Median growth percentile of between 30 and 34.5
Falls far below expectations: <input type="checkbox"/> Median growth percentile of lower than 30
State Board of Education comments:
School comments:

Measure 2b Are All students making annual academic growth in MATH compared to their peers? (Median Growth Percentile)
Exceeds expectations: <input type="checkbox"/> Median growth percentile of 60 or more
Meets expectations: <input type="checkbox"/> Median growth percentile of between 35 and 59.5
Needs improvement: <input type="checkbox"/> Median growth percentile of between 30 and 34.5
Falls far below expectations: <input type="checkbox"/> Median growth percentile of lower than 30
State Board of Education comments:
School comments:

3. Subgroup Growth

Measure 3a Is the school increasing academic performance for Economically Disadvantaged students in READING? (Median Growth Percentile)
Exceeds expectations: <input type="checkbox"/> Median growth percentile of 60 or more
Meets expectations: <input type="checkbox"/> Median growth percentile of between 35 and 59.5
Needs improvement: <input type="checkbox"/> Median growth percentile of between 30 and 34.5
Falls far below expectations: <input type="checkbox"/> Median growth percentile of lower than 30
State Board of Education comments:
School comments:

Measure 3b

Is the school increasing academic performance for **Economically Disadvantaged** students in MATH? (Median Growth Percentile)

Exceeds expectations:

- Median growth percentile of 60 or more

Meets expectations:

- Median growth percentile of between 35 and 59.5

Needs improvement:

- Median growth percentile of between 30 and 34.5

Falls far below expectations:

- Median growth percentile of lower than 30

State Board of Education comments:

School comments:

Measure 3c

Is the school increasing academic performance for **English Learner** students in READING? (Median Growth Percentile)

Exceeds expectations:

- Median growth percentile of 60 or more

Meets expectations:

- Median growth percentile of between 35 and 59.5

Needs improvement:

- Median growth percentile of between 30 and 34.5

Falls far below expectations:

- Median growth percentile of lower than 30

State Board of Education comments:

School comments:

Measure 3d

Is the school increasing academic performance for **English Learner** students in MATH? (Median Growth Percentile)

Exceeds expectations:

- Median growth percentile of 60 or more

Meets expectations:

- Median growth percentile of between 35 and 59.5

Needs improvement:

<input type="checkbox"/> Median growth percentile of between 30 and 34.5
Falls far below expectations: <input type="checkbox"/> Median growth percentile of lower than 30
State Board of Education comments:
School comments:

Measure 3e Is the school increasing academic performance for Students with Disabilities in READING? (Median Growth Percentile)
Exceeds expectations: <input type="checkbox"/> Median growth percentile of 60 or more
Meets expectations: <input type="checkbox"/> Median growth percentile of between 35 and 59.5
Needs improvement: <input type="checkbox"/> Median growth percentile of between 30 and 34.5
Falls far below expectations: <input type="checkbox"/> Median growth percentile of lower than 30
State Board of Education comments:
School comments:

Measure 3f Is the school increasing academic performance for Students with Disabilities in MATH? (Median Growth Percentile)
Exceeds expectations: <input type="checkbox"/> Median growth percentile of 60 or more
Meets expectations: <input type="checkbox"/> Median growth percentile of between 35 and 59.5
Needs improvement: <input type="checkbox"/> Median growth percentile of between 30 and 34.5
Falls far below expectations: <input type="checkbox"/> Median growth percentile of lower than 30
State Board of Education comments:
School comments:

Measure 3g Is the school increasing academic performance for students of Underserved Races/Ethnicities in READING? (Median Growth Percentile)
Exceeds expectations:

<input type="checkbox"/> Median growth percentile of 60 or more
Meets expectations: <input type="checkbox"/> Median growth percentile of between 35 and 59.5
Needs improvement: <input type="checkbox"/> Median growth percentile of between 30 and 34.5
Falls far below expectations: <input type="checkbox"/> Median growth percentile of lower than 30
State Board of Education comments:
School comments:

Measure 3h Is the school increasing academic performance for students of Underserved Races/Ethnicities in MATH? (Median Growth Percentile)
Exceeds expectations: <input type="checkbox"/> Median growth percentile of 60 or more
Meets expectations: <input type="checkbox"/> Median growth percentile of between 35 and 59.5
Needs improvement: <input type="checkbox"/> Median growth percentile of between 30 and 34.5
Falls far below expectations: <input type="checkbox"/> Median growth percentile of lower than 30
State Board of Education comments:
School comments:

4. Individual Student Growth

Measure 4a Are All students in grades 1-8 making academic progress in READING? (EasyCBM percentile for students who took the fall and spring benchmark assessments)
Exceeds expectations: <input type="checkbox"/> The spring percentage of all students who performed below the 50 th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50 th percentile.
Meets expectations: <input type="checkbox"/> The spring percentage of all students who performed below the 50 th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50 th percentile.
Needs improvement: <input type="checkbox"/> The spring percentage of all students who performed below the 50 th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50 th percentile.
Falls far below expectations: <input type="checkbox"/> The spring percentage of all students who performed below the 50 th percentile is higher than

the fall percentage of all students who performed below the 50 th percentile.
State Board of Education comments:
School comments:

<p>Measure 4b Are All students in grades 1-8 making academic progress in MATH? (EasyCBM percentile for students who took the fall and spring benchmark assessments)</p>
<p>Exceeds expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.
<p>Meets expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.
<p>Needs improvement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.
<p>Falls far below expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.
State Board of Education comments:
School comments:

<p>Measure 4c Are Economically Disadvantaged students in grades 1-8 making progress in READING? (EasyCBM percentile for students who took the fall and spring benchmark assessments)</p>
<p>Exceeds expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.
<p>Meets expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.
<p>Needs improvement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.
<p>Falls far below expectations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.
State Board of Education comments:
School comments:

Measure 4d

Are **Economically Disadvantaged** students in grades 1-8 making progress in MATH? (EasyCBM percentile for students who took the fall and spring benchmark assessments)

Exceeds expectations:

- The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.

Meets expectations:

- The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.

Needs improvement:

- The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.

Falls far below expectations:

- The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.

State Board of Education comments:

School comments:

Measure 4e

Are **English Learners** students in grades 1-8 making progress in READING? (EasyCBM percentile for students who took the fall and spring benchmark assessments)

Exceeds expectations:

- The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.

Meets expectations:

- The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.

Needs improvement:

- The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.

Falls far below expectations:

- The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.

State Board of Education comments:

School comments:

Measure 4f

Are **English Learners** students in grades 1-8 making progress in MATH? (EasyCBM percentile for students who took the fall and spring benchmark assessments)

Exceeds expectations:

- The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.

Meets expectations:

- The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.

Needs improvement:

- The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.

Falls far below expectations:

- The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.

State Board of Education comments:

School comments:

Measure 4g

Are **Special Education** students in grades 1-8 making progress in **READING**? (EasyCBM percentile for students who took the fall and spring benchmark assessments)

Exceeds expectations:

- The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.

Meets expectations:

- The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.

Needs improvement:

- The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.

Falls far below expectations:

- The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.

State Board of Education comments:

School comments:

Measure 4h

Are **Special Education** students in grades 1-8 making progress in **MATH**? (EasyCBM percentile for students who took the fall and spring benchmark assessments)

Exceeds expectations:

- The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.

Meets expectations:

- The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.

Needs improvement:

- The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.

Falls far below expectations:

- The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.

State Board of Education comments:

School comments:

Measure 4i

Are **Underserved Races/Ethnicities** students in grades 1-8 making progress in READING? (EasyCBM percentile for students who took the fall and spring benchmark assessments)

Exceeds expectations:

- The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.

Meets expectations:

- The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.

Needs improvement:

- The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.

Falls far below expectations:

- The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.

State Board of Education comments:

School comments:

Measure 4j

Are **Underserved Races/Ethnicities** students in grades 1-8 making progress in MATH? (EasyCBM percentile for students who took the fall and spring benchmark assessments)

Exceeds expectations:

- The spring percentage of all students who performed below the 50th percentile is more than 50% smaller than the fall percentage of all students who performed below the 50th percentile.

Meets expectations:

- The spring percentage of all students who performed below the 50th percentile is between 20-50% smaller than the fall percentage of all students who performed below the 50th percentile.

Needs improvement:

- The spring percentage of all students who performed below the 50th percentile is between 0-14% lower than the fall percentage of all students who performed below the 50th percentile.

Falls far below expectations:

- The spring percentage of all students who performed below the 50th percentile is higher than the fall percentage of all students who performed below the 50th percentile.

State Board of Education comments:

School comments:

5. Alignment of Core Classes to Standards

Measure 5a

Is the school aligning its materials, planning, and instruction in core content to the adopted State Standards in grades K-6?

Meets expectations:

- School is offering all required core subjects and has aligned all materials, planning, and instruction to State Standards and has articulated this through detailed curriculum alignments, or other methods.

Needs improvement:

- School is offering all required core subjects but has not fully aligned all materials, planning, and instruction to State Standards and has not fully articulated this through detailed curriculum alignments, or other methods.

Falls far below expectations:

- School is not offering all required core subjects and/or has not aligned all materials, planning, and instruction to State Standards.

State Board of Education comments:

School comments:

Measure 5b

Is the school aligning its materials, planning, and instruction in core content to the adopted State Standards in grades 7-8?

Meets expectations:

- School is offering all required core subjects and has aligned all materials, planning, and instruction to State Standards and has articulated this through detailed course descriptions, curriculum alignments, or other methods.

Needs improvement:

- School is offering all required core subjects but has not fully aligned all materials, planning, and instruction to State Standards and has not fully articulated this through detailed course descriptions, curriculum alignments, or other methods.

Falls far below expectations:

- School is not offering all required core subjects and/or has not aligned all materials, planning, and instruction to State Standards.

State Board of Education comments:

School comments:

6. School goals and recommendations (academic)

Measure 6a

Did the school meet the academic goals it set forth in its 2014-15 School Improvement Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)

Measure 6b

Did the school implement the academic recommendations from the State Board of Education in the 2014-15 annual report?

Recommendation from the State Board of Education	Recommendation implemented? (School response)	Why or why not? (School response)

Financial Performance: data elements and sources

The purpose of the Financial Performance section of the Annual Report is to evaluate whether or not the charter school is financially viable.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Financial Performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss, balance sheet

Financial Performance

7. Near-Term Measures

Measure 7a Current ratio: Current assets divided by current liabilities
Meets expectations: <input type="checkbox"/> Current ratio is greater than or equal to 1.1
Needs improvement: <input type="checkbox"/> Current ratio is between .9 and 1.0 or equals 1.0
Falls far below expectations: <input type="checkbox"/> Current ratio is less than or equal to .9
State Board of Education comments:
School comments:

Measure 7b Unrestricted days cash: Unrestricted cash divided by ((total expenses minus depreciation expense) / 365)
Meets expectations: <input type="checkbox"/> 60 days cash
Needs improvement: <input type="checkbox"/> Days cash is between 15 and 30 days
Falls far below expectations: <input type="checkbox"/> Fewer than 15 days cash
State Board of Education comments:
School comments:

Measure 7c Enrollment variance: actual enrollment divided by enrollment projection in charter school board-approved budget
Meets expectations: <input type="checkbox"/> Enrollment variance equals or exceeds 95% in the most recent year
Needs improvement: <input type="checkbox"/> Enrollment variance is between 85-95% in the most recent year
Falls far below expectations: <input type="checkbox"/> Enrollment variance is less than 85% in the most recent year
State Board of Education comments:
School comments:

Measure 7d Default
Meets expectations: <input type="checkbox"/> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments
Needs improvement: <input type="checkbox"/> School is delinquent with debt service payments
Falls far below expectations: <input type="checkbox"/> School is in default of loan covenant(s)
State Board of Education comments:
School comments:

8. Sustainability Measures

Measure 8a Total Margin: Net income divided by total revenue Aggregated total margin: Total 3-year net income divided by total 3-year revenues
Meets expectations: <input type="checkbox"/> Aggregated 3-year total margin is positive and the most recent year total margin is positive
Needs improvement: <input type="checkbox"/> Aggregated 3-year total margin is greater than -1.5%, but trend does not “meet standard” (above)
Falls far below expectations: <input type="checkbox"/> Aggregated three-year total margin is less than or equal to -1.5% and the most recent year total margin is less than -10%
State Board of Education comments:
School comments:

Measure 8b Debt to asset ratio: Total liabilities divided by total assets
Meets expectations: <input type="checkbox"/> Debt-to-asset ratio is less than .9
Needs improvement: <input type="checkbox"/> Debt-to-asset ratio is between .9 and 1.0
Falls far below expectations: <input type="checkbox"/> Debt-to-asset ratio is greater than 1.0
State Board of Education comments:
School comments:

Measure 8c

Cash flow:
Multi-year cash flow = Year 3 total cash - Year 1 total cash
One-year cash flow: Year 2 total cash - Year 1 total cash

Meets expectations:

- Multi-year cumulative cash flow is positive and cash flow is positive each year

Needs improvement:

- Multi-year cumulative cash flow is positive, but trend does not “meet standard” (above)

Falls far below expectations:

- Multi-year cumulative cash flow is negative

State Board of Education comments:

School comments:

Measure 8d

Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest, and lease payments)

Meets expectations:

- Debt service coverage ratio is equal to or exceeds 1.1

Needs Improvement :

- Debt service coverage ratio is less than 1.1

State Board of Education comments:

School comments:

Measure 8e

Is the school meeting financial reporting and compliance requirements?

Meets expectations:

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:
 - Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit
 - All other reporting requirements related to the use of public funds

Needs improvement

- The school did not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:
 - Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit
 - All other reporting requirements related to the use of public funds

Falls far below expectations:

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:

- Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit
- All other reporting requirements related to the use of public funds

State Board of Education comments:

School comments:

Measure 8f

Is the school following Generally Accepted Accounting Principles (GAAP)?

Meets expectations:

- ❑ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:
 - An unqualified audit opinion
 - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
 - An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

Needs Improvement:

- ❑ The school did not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:
 - An unqualified audit opinion
 - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
 - An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

Falls far below expectations:

- ❑ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:
 - An qualified audit opinion
 - An audit containing significant findings or conditions, material weaknesses, or significant internal control weaknesses
 - An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report

State Board of Education comments:

School comments:

9. School goals and recommendations (financial)

Measure 9a

Did the school meet the financial goals it set forth in its 2014-15 School Improvement Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)

Measure 9b

Did the school implement the financial recommendations from the State Board of Education in the 2014-15 annual report?

Recommendation from the State Board of Education	Recommendation implemented? (School response)	Why or why not? (School response)

Organizational Performance: data elements and sources

The purpose of the Organizational Performance section of the Annual Evaluation is to evaluate whether or not the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Organizational Performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverable and reporting due dates
- Feedback from parents, students, charter school staff, and other community stakeholders
- Student accounting reports
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school and governing board that it is compliant with all applicable requirements

Organizational Performance

10. Education Program

Measure 10a

Is the school implementing the material terms (including curriculum, required instructional time, records, non-religious, non-discrimination standards, enrollment requirements, student registration, education of students under idea, enrollment of sped students) of the education program as defined in the current charter contract?

Meets expectations:

- The school implemented the material terms of the education program and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.

Needs Improvement:

- The school did not implement all terms of the education program and the education program in operation does not reflect the material terms as defined in the charter contract, or the school implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.

Falls far below expectations:

- The school failed to implement the material terms of the education program and the education program in operation does not reflect the material terms as defined in the charter contract.

State Board of Education comments:

School comments:

Measure 10b

Is the school complying with applicable education requirements?

Meets expectations:

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:
 - Instructional days and/or minutes requirements
 - Graduation and promotion requirements
 - Content standards, including Common Core State Standards
 - The administration of state assessments
 - Implementation of mandated programming as a result of state or federal funding

Needs Improvement:

- The school did not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:
 - Instructional days and/or minutes requirements
 - Graduation and promotion requirements
 - Content standards, including Common Core State Standards
 - The administration of state assessments
 - Implementation of mandated programming as a result of state or federal funding

Falls far below expectations:

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to education requirements, including, but not limited

to:

- Instructional days and/or minutes requirements
- Graduation and promotion requirements
- Content standards, including Common Core State Standards
- The administration of state assessments
- Implementation of mandated programming as a result of state or federal funding

State Board of Education comments:

School comments:

Measure 10c

Is the school protecting the rights of students with disabilities?

Meets expectations:

- Consistent with the school's status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:
 - Equitable access and opportunity to enroll
 - Identification and referral
 - Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
 - Operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities.
 - Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
 - Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans

Needs improvement:

- Consistent with the school's status as a school in a district LEA, the school did not comply with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:
 - Equitable access and opportunity to enroll
 - Identification and referral
 - Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
 - Operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities.
 - Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
 - Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans

Falls far below expectations:

- Consistent with the school's status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:
 - Equitable access and opportunity to enroll

- Identification and referral
- Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
- Operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities.
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans

State Board of Education comments:

School comments:

Measure 10d

Is the school protecting the rights of English Language Learner students?

Meets expectations:

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:
 - Equitable access and opportunity to enroll
 - Development and implementation of required plans related to the service of ELL students
 - Proper steps for identification of students in need of ELL services
 - Appropriate and equitable delivery of services to identified students
 - Appropriate accommodations on assessments
 - Exiting of students from ELL services
 - Ongoing monitoring of exited students

Needs improvement:

- The school did not comply with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:
 - Equitable access and opportunity to enroll
 - Development and implementation of required plans related to the service of ELL students
 - Proper steps for identification of students in need of ELL services
 - Appropriate and equitable delivery of services to identified students
 - Appropriate accommodations on assessments
 - Exiting of students from ELL services
 - Ongoing monitoring of exited students

Falls far below expectations:

- The school was materially out of compliance with one or more applicable laws, rules, regulations, and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:
 - Equitable access and opportunity to enroll
 - Development and implementation of required plans related to the service of ELL students
 - Proper steps for identification of students in need of ELL services
 - Appropriate and equitable delivery of services to identified students
 - Appropriate accommodations on assessments

- Exiting of students from ELL services
- Ongoing monitoring of exited students

State Board of Education comments:

School comments:

11. Governance and Reporting

Measure 11a

Is the school complying with applicable governance requirements?

Meets expectations:

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:
 - Board policies
 - Board bylaws
 - State open meetings law
 - Code of ethics
 - Conflicts of interest
 - Board composition and/or membership rules

Needs improvement:

- The school did not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:
 - Board policies
 - Board bylaws
 - State open meetings law
 - Code of ethics
 - Conflicts of interest
 - Board composition and/or membership rules

Falls far below expectations:

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to governance by its board, including, but not limited to:
 - Board policies
 - Board bylaws
 - State open meetings law
 - Code of ethics
 - Conflicts of interest
 - Board composition and/or membership rules

State Board of Education comments:

School comments:

Measure 11b

Is the school holding its administration accountable?

Meets expectations:

- The school materially complies with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
 - Board oversight of school administration, which may include holding it accountable for

- performance expectations (which may or may not be agreed to under a written performance agreement as agreed to by the school's board.)
- The board conducting an annual evaluation of the administrator's performance

Needs improvement:

- The school did not comply with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
 - Board oversight of school administration, which may include holding it accountable for performance expectations (which may or may not be agreed to under a written performance agreement as agreed to by the school's board.)
 - The board conducting an annual evaluation of the administrator's performance

Falls far below expectations:

- The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
 - Board oversight of school administration, which may include holding it accountable for performance expectations (which may or may not be agreed to under a written performance agreement as agreed to by the school's board.)
 - The board conducting an annual evaluation of the administrator's performance

State Board of Education comments:

School comments:

Measure 11c

Is the school complying with reporting requirements?

Meets expectations:

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including but not limited to:
 - Accountability planning and performance
 - Attendance and enrollment reporting
 - Compliance with the charter contract and all applicable laws
 - Timely submission of all deliverables
 - Additional information as requested by the State Board of Education

Needs improvement:

- The school did not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including but not limited to:
 - Accountability planning and performance
 - Attendance and enrollment reporting
 - Compliance with the charter contract and all applicable laws
 - Timely submission of all deliverables
 - Additional information as requested by the State Board of Education

Falls far below expectations:

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including, but not limited to:
 - Accountability planning and performance
 - Attendance and enrollment reporting
 - Compliance with the charter contract and all applicable laws

- Timely submission of all deliverables
- Additional information as requested by the State Board of Education

State Board of Education comments:

School comments:

12. Students and Employees

Measure 12a

Is the school protecting the rights of all students?

Meets expectations:

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:
 - Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
 - The collection and protection of student information
 - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
 - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

Needs improvement:

- The school did not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:
 - Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
 - The collection and protection of student information
 - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
 - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

Falls far below expectations:

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to the rights of students, including, but not limited to:
 - Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
 - The collection and protection of student information
 - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
 - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

State Board of Education comments:

School comments:

Measure 12b

Is the school meeting teacher and other staff credentialing requirements?

Meets expectations:

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including the federal Highly Qualified Teacher and Paraprofessional requirements, charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.

Needs improvement:

- The school did not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including the federal Highly Qualified Teacher and Paraprofessional requirements, charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.

Falls far below expectations:

- The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including the federal Highly Qualified Teacher and Paraprofessional requirements, charter school licensure and registry requirements, and/or background check and fingerprinting requirements for all staff and volunteers.

State Board of Education comments:

School comments:

13. School Environment

Measure 13a

Is the school complying with facilities and transportation requirements?

Meets expectations:

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:
 - Americans with Disabilities Act
 - Fire inspections and related records
 - Viable certificate of occupancy or other required building use authorization
 - Documentation of requisite insurance coverage
 - Student transportation

Needs improvement:

- The school did not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:
 - Americans with Disabilities Act
 - Fire inspections and related records
 - Viable certificate of occupancy or other required building use authorization
 - Documentation of requisite insurance coverage
 - Student transportation

Falls far below expectations:

- The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:
 - Americans with Disabilities Act
 - Fire inspections and related records

- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation

State Board of Education comments:

School comments:

Measure 13b

Is the school complying with health and safety requirements?

Meets expectations:

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services applicable to charter schools, including, but not limited to:
 - Appropriate nursing services and dispensing of pharmaceuticals
 - Food service requirements

Needs improvement:

- The school did not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, applicable to charter schools, including, but not limited to:
 - Appropriate nursing services and dispensing of pharmaceuticals
 - Food service requirements

Falls far below expectations:

- The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, applicable to charter schools, including, but not limited to:
 - Appropriate nursing services and dispensing of pharmaceuticals
 - Food service requirements

State Board of Education comments:

School comments:

Measure 13c

Is the school handling information appropriately?

Meets expectations:

- The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
 - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
 - Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
 - Transferring of student records
 - Proper and secure maintenance of testing materials

Needs improvement:

- The school did not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
 - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
 - Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
 - Transferring of student records
 - Proper and secure maintenance of testing materials

Falls far below expectations:

- The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
 - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
 - Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
 - Transferring of student records
 - Proper and secure maintenance of testing materials

State Board of Education comments:

School comments:

14. Additional Obligations

Measure 14a

Is the school complying with all other obligations?

Meets expectations:

- The school materially complies with all other applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:
 - Revisions to state charter law
 - Intervention requirements required by the State Board of Education
 - Action items assigned by the State Board of Education
 - Legal and contractual requirements by other entities to which the charter school is accountable (e.g. ODE, District)

Needs improvement:

- The school did not comply with all other applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:
 - Revisions to state charter law
 - Intervention requirements required by the State Board of Education
 - Action items assigned by the State Board of Education
 - Legal and contractual requirements by other entities to which the charter school is accountable (e.g. ODE, District)

Falls far below expectations:

- The school was materially out of compliance with applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:
 - Revisions to state charter law
 - Intervention requirements required by the State Board of Education

- Action items assigned by the State Board of Education
- Legal and contractual requirements by other entities to which the charter school is accountable (e.g. ODE, District)

State Board of Education comments:

School comments:

15. School goals and recommendations (organizational)

Measure 15a

Did the school meet the organizational goals it set forth in its 2014-15 School Improvement Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)

Measure 15b

Did the school implement the organizational recommendations from the State Board of Education in the 2014-15 annual report?

Recommendation from the State Board of Education	Recommendation implemented? (School response)	Why or why not? (School response)



Oregon Department of Education Strategic Plan Summary 2015-2017

DRAFT

Updated July 6, 2015

Statewide Vision

40/40/20 and P-20 Education System

As set forth by the Governor and Legislature of the state of Oregon, by 2025, 40 percent of young adults have earned a bachelor's degree or higher; 40 percent of young adults have earned an associate's degree or postsecondary credential; and 20 percent of adult Oregonians have earned at least a high school diploma.

ODE Mission

The Oregon Department of Education fosters excellence for every learner through innovation, collaboration, leadership, and service to our education partners.

ODE Values

**Equity for Every Student
High Quality Education
Results Focused
Service
Leadership
Teamwork
People Are Our Greatest Asset**

ODE Goals

Learners	Every student graduates from high school and is ready for college, career, and civic life.
Educators	Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.
Schools & Districts	Increase performance for all schools and districts in order to create systems of excellence across the state.
Communities	ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon's schools the best in the country.
ODE	Make ODE the best place to work.

2017 metrics for Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

Objectives

1. All children enter kindergarten with the skills, experiences, and supports to succeed.

2. **Implement statewide literacy programs so all students read at grade level by third grade.**

3. Ensure EVERY student graduates ready for college, career, and civic life.

4. **Help districts implement culturally responsive practices in order to close opportunity gaps for culturally and linguistically diverse students.**

5. Improve quality of special education services to close achievement gaps.

Metrics (June 2017)

- 53% of 3rd grade students reading at grade-level (3 % pt. increase)
- 38% of 3rd grade students of color reading at grade-level (5 % pt. increase)
- 33% of 3rd grade students with disabilities reading at grade-level (5 % pt. increase)
- X% of students on track for graduation by the end of 9th grade* (2.5 % pt. increase)
- X% of students of color on track for graduation by the end of 9th grade* (5 % pt. increase)
- X% of students with disabilities on track for graduation by the end of 9th grade* (5 % pt. increase)
- 78% of students graduating in 4-year cohort (3 % pt. increase)
- 74% of students of color graduating in 4-year cohort (5 % pt. increase)
- 61% of students with disabilities graduating in 4-year cohort (5 % pt. increase)
- Dual Credit baseline collected
- Fully implement the American Indian/Alaska Native State Plan

*(baseline 9th grade on track data available in late Sept.)

2017 for Goal 2 – Educators: Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.

Objectives

1. Help districts implement the Oregon educator evaluation system, and connect evaluation results to meaningful professional learning.
2. Expand Oregon Educator Network focused on developing and retaining exceptional educators and implementing effective practices
3. Close the educator equity gap to ensure equitable distribution of the most effective educators in schools and districts with high populations of diverse students, students experiencing economic challenges, and English learners with the ultimate goal of an educator population that reflects the student population in schools and districts across the state.
4. Work with OEIB and TSPC to improve the preparation, licensure, retention, and effectiveness of new educators.

Metrics (June 2017)

- 100% of districts monitored show continued implementation and continuous improvement in their educator evaluation system
- 12% of teacher and administrator summative evaluation ratings are at level 4, 55% are at level 3, 28% are at level 2, and 5% are at level 1
- 4,050 Oregon educators have accessed the Oregon Educator Network, 13.5% are active users
- 90% of responders to surveys report satisfaction with Oregon Educator Network tools, user experience, and opportunities to network and share
- The most effective teachers in the state are equitably distributed across schools and districts and reflect the student population in the state.

2017 month metrics for Goal 3 – Schools & Districts: Increase performance for all schools and districts in order to create systems of excellence across the state.

Objectives

1. Systematically help districts deliver high quality instruction aligned to college- and career-ready standards

2. Systematically help districts implement and effectively use assessments to inform and improve instructional practices.

3. Identify and improve Oregon’s underperforming schools.

4. Measure, analyze, and report out Oregon’s progress to 40/40/20.

5. **Use a collaborative and cohesive approach to conduct all federal compliance and on-site visits to support improved outcomes for students.**

Metrics (June 2017)

- X% of districts meet their Annual Measurable Objectives (AMOs) for both all students and all race/ethnicity subgroups (baseline available in late Aug.)
- 30% of priority and focus schools achieving sufficient growth for all students such that they would no longer be identified as a priority and focus school based on the criteria used for their original identification (first year of 2015-16 cohort)
- At least 3 additional districts are identified to receive coordinated monitoring support through the second Recognition and Response (R & R) cycle and report that the support received was effectively targeted and led to improved practices within the district

2017 metrics for Goal 4 – Communities: ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon’s schools the best in the country.

Objectives

1. Prioritize building and maintaining partnerships with historically underserved communities.

2. Provide clear and timely information to customers and stakeholders.

3. Proactively inform and engage the Legislature and implement legislation.

4. Proactively and strategically work with relevant state agencies, districts, and community partners to provide healthy and safe learning environments.

5. Prioritize funding and support for Opportunity and Priority Youth

Metrics (June 2017)

- X% of customers rate ODE’s cultural responsiveness as good or excellent as measured by the Customer Service Survey
- 82% of customers rate ODE’s overall customer service as good or excellent
- 100% of Priority 1, 2, and 3 2015 and 2016 legislation is fully implemented
- The rate of out-of-school suspensions decreases 10% for all students
- The rate of out-of-school suspensions decreases 25% for students of color
- The rate of out-of-school suspensions decreases 25% for students with disabilities
- 163 sites participate in breakfast after the bell (5% increase, 8 sites) and 810 sites participate in afterschool food programs (~5% increase, 37 sites)
- *Placeholder for YDD Metric for Objective 5*

2017 metrics for Goal 5 – ODE: Make ODE the best place to work.

Objectives

1. Increase diversity of ODE's workforce.
2. Ensure high quality recruitment.
3. Develop role of middle management.
4. Develop ODE's current workforce.
5. Deliver excellent internal customer service and improve communications and efficiency within the Office of Finance and Administration.
6. Strengthen OIT's core business, grow capacity, and lead transformation through technology for ODE and the Education community.

Metrics (June 2017)

- 21% of employees are from underrepresented groups
- No more than 45-day turnaround time between approving a Request to Fill and having the applicant accept an offer
- 100% of employees have a completed performance evaluation in the last 12 months
- 100% of employees have an Individual Development Plan
- 87% of staff rate internal customer service as good or excellent within OFA.
- Data Collection Error Rate will be 5% or less
- 90% or more of projects will be delivered on time
- Average response time for all tickets will be 2 Days or less



July 15, 2015

The National Association of Charter School Authorizers (NACSA) is pleased to offer its support for Oregon's Charter School Programs (CSP) grant proposal. NACSA believes deeply in the importance of high quality authorizing and in the positive impact it has on the quality of charter schools. To that end, NACSA has agreed to partner with Oregon to implement key projects in the state that are in line with the grant's stated priority for 'High Quality Authorizing and Monitoring' processes and practices.

The National Association of Charter School Authorizers is a not-for-profit, membership association committed to advancing excellence and accountability in the charter school sector and to increasing the number of high-quality charter schools across the nation. NACSA's work includes evaluation, training, and development of authorizing tools and processes, all informed by the best practices of the nation's leading authorizers. NACSA provides professional development, practical resources, consulting, and policy guidance to authorizers. It is devoted exclusively to improving public education by improving the policies and practices of the organizations responsible for authorizing charter schools.

If awarded the CSP grant, NACSA and the Oregon Department of Education would partner to develop high quality authorizing practices in two key ways. First, NACSA would offer support and guidance in the development of state-specific principles and standards that are aligned to NACSA's Principles and Standards for Quality Authorizing. Second, NACSA would offer a series of trainings to support high-quality authorizing practices throughout the state. An analysis of authorizer needs would be conducted to determine the highest-impact and most needed areas of training but could include topics such as application decision making and performance management for charter schools.

We look forward to partnering with the Oregon Department of Education to further develop its authorizing practices and support the state's efforts to expand high quality charter schools.

Sincerely,

Greg Richmond, CEO

ARNIE ROBLAN
State Senator
Senate District 5



900 Court St. NE, Suite S-417
Salem, OR 97301
(503) 986-1705

July 12, 2015

RE: Oregon Department of Education FY 2015 Application for Grants under the Charter Schools Program (CFDA Number 84.282A); Oregon Charter Schools Program Project, 2015-2018

Dear US Department of Education:

As a career public educator and now State Legislator who currently serves as the Chair of the Oregon Senate Education Committee, I appreciate your thoughtful consideration of the Oregon Department of Education's (ODE (State Education Agency (SEA)) current proposal for the federal Charter Schools Program's (CSP) grant. I write this letter in strong support of the three overarching CSP's goals, and believe Oregon's K-12 public education system particularly needs to establish oversight and accountability pursuant to CSP goals 2 and 3.

In our coastal and rural District that spans 200 miles of the Oregon coast, charter schools have become one of the fastest growing methods of educating thousands of students. Like our traditional public schools, charters are grounded in the fundamental development of each child's emotional and academic needs. However, children in Oregon's charter schools receive a significantly lower amount of funding compared to in district-run schools; this inequity compounds the challenge of establishing and sustaining high-quality public charter schools in Oregon. Moreover, charter schools' parents and teachers continually urge lawmakers to increase funding allocation so charter schools are provided the same opportunity for equitable results.

As the chief sponsor of legislation to support a more equitable funding model for Oregon public charter schools (legislation stalled in 2015) I strongly believe that the best way for ODE to accomplish its CSP objective is to have the necessary funding to increase awareness, and ensure equitable financial support of the high number of quality charter schools in Oregon.

The oversight quality and authorizing practices of our public school districts that sponsor our public charter schools vary widely. As such, the ODE needs to sustain innovative practices and clear requirements for district-operated public charter school authorizers that is fair, transparent and accountable to our traditionally underserved students. This critical promise to public charter schools happen on small scales around our state, but remains in need of SEA and state-wide leadership to implement at an integral level. In addition, the grant would support adequate resources ODE needs to improve the equitable achievement for all students through Oregon Administrative Rules, technical assistance, and implementation of consistent quality standards.

Thank you again for your generous consideration of my letter in support of ODE's grant proposal. Please do not hesitate to call my office at [REDACTED] if you have any questions.

Sincerely,

[REDACTED]
Senator Arnie Roblan

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Oregon Department of Education – Oregon Charter Schools Program Project, 2015-2018

FY 2015 Application for Grants under the Charter Schools Program (CFDA Number 84.282A)

Budget Narrative

PERSONNEL (Line 1): [REDACTED] per year. Three year total: [REDACTED].)

Project Manager: The Project Manager will be full time (1.0 FTE) on a limited duration basis for the life of the grant. The Project Manager will assist in designing the RFP for the planning, implementation, and dissemination subgrants, will design training for applicants and their authorizers, will assist in training and leading teams of evaluators for each phase of the subgrant, and will assist in monitoring grantee activities and outcomes. The Project Manager will administer the contracts for equity training and authorizer development.

Project Manager base salary, annually = [REDACTED].

Office Support Assistant: The Office Support Assistant will be full time (1.0 FTE), though only .2 FTE will be funded by the grant. The Office Support Assistant will support the Charter Schools Project Grant through data collection and management, subgrant competitions, distribution of notifications, and helping plan and staff trainings for charter schools and authorizers.

Base salary, annually = [REDACTED].

Office Support Assistant salary at .20 FTE = [REDACTED]

FRINGE BENEFITS (Line 2): ([REDACTED] per year. Three year total: [REDACTED].)

Project Manager – Payroll expenses other than salary:

- Employee Related Board Assessment = [REDACTED] (per year, per employee)
- PERS (retirement) = [REDACTED] [REDACTED]
- Social Security/Medicare= [REDACTED] [REDACTED]
- Worker’s Compensation = [REDACTED]
- Flex Benefits (health, dental, vision insurance) = [REDACTED] per year per employee eligible to receive insurance coverage.

Project Manager total benefits = [REDACTED]

Office Support Assistant – Payroll expenses other than salary:

- Employee Related Board Assessment = [REDACTED] [REDACTED]
- PERS (retirement) = [REDACTED] [REDACTED]
- Social Security/Medicare= [REDACTED] [REDACTED]
- Worker’s Compensation = [REDACTED]
- Flex Benefits (health, dental, vision insurance) = [REDACTED] per year per employee eligible to receive insurance coverage.
- Office Support Assistant Total benefits = [REDACTED]

Office Support Assistant total benefits at .20 FTE = [REDACTED]

TRAVEL (Line 3): (Year 1: \$11,525; Year 2: \$11,200; Year 3: \$11,200. Three-year total: \$33,925.)

Budget includes:

- Attendance/lodging/meals for ODE Charter Schools Program Analyst and the Project Manager's attendance at the two-day project directors' meeting in Washington, DC
- Travel and lodging for ODE Authorizer Workshops for ODE Charter Schools Program Analyst and Project Manager
- Site visits to subgrantees statewide (mileage/lodging/meals)
- Annual NACSA conference registration/lodging/meals for ODE Charter Schools Program Analyst and Project Manager
- Statewide meetings for subgrantees and authorizers

Detailed estimated travel costs:

Project Director Meeting in DC: (\$2,468 per year. Three year total: \$7,404.)

- Round trip to and from Portland, OR and Washington, DC x 2 adults x 3 years:
\$2,130
- Three nights in Washington, DC hotel x 2 adults x 3 years: \$3,996
- Per diem meals for three days x 2 adults x 3 years: \$1,278

ODE Authorizer Workshops: (Three year total: \$2,461)

Bend, OR: (Total: \$813)

- Two nights in Bend hotel x 2 adults: \$416
- Per diem meals for two days x 2 adults: \$244
- Roundtrip mileage: 266 miles at \$0.5750: \$153

Medford, OR: (Total: \$780)

- Two nights in Medford hotel x 2 adults: \$332
- Per diem meals for two days x 2 adults: \$184
- Roundtrip mileage: 458 miles at \$0.5750: \$264

La Grande: (Total: \$868)

- Two nights in La Grande hotel x 2 adults: \$332
- Per diem meals for two days x 2 adults: \$184
- Roundtrip mileage: 612 miles at \$0.5750: \$352

Annual NACSA Leadership Conference (\$3,122 per year. Three year total: \$9,366)

- Two conference registrations x 3 years: \$3,600
- Round trip to and from Portland and conference site x 2 adults x 3 years: \$1,734
- Three nights in hotel x 2 adults x 3 years: \$2,844
- Per diem meals for three days x 2 adults x 3 years: \$1,188

Other travel (about \$4,898 per year. Three year total: \$14,694)

- Site visits to all subgrantee charter schools (mileage/meals/lodging)
- Statewide meetings for authorizers and subgrantees (mileage/meals)

Total travel: \$33,925

EQUIPMENT (Line 4): Not applicable

SUPPLIES (Line 5): (Year 1: \$14,678.44; Year 2: \$8,500; Year 3: \$8,500. Three year total: \$31,678.44)

Supply costs are based on current estimates. All supplies will be related to the management and implementation of the grant.

- Laptop computer for Project Manager (\$2,030)
- Printer for Project Manager (\$150)
- Cell phone and wireless plan for Project Manager (\$1,998.44)
- Office set-up for Project Manager, including desk, chair, office supplies (\$12,500)
- Supplies for project management, subgrant competitions, and planning trainings (\$5,000 x 3 years = \$15,000)

CONTRACTUAL (Line 6): (\$27,500 per year. Three year total: \$82,500.)

Authorizer development: (\$12,500 per year. Three year total: \$37,500.)

In each year of the grant, Oregon will contract with the National Association of Charter School Authorizers (NACSA) to strengthen the quality of charter school authorizing practices throughout the state to develop a series of tools and trainings to be made available for authorizers across the state with the goal of improving the quality of authorizer practices statewide.

- Needs assessment in year 1 (\$2,000)
- In-person trainings, four over the three-year project (\$2,500 x 4 = \$10,000)
- Webinars, at least four over the three-year project (\$1,250 x 4 = \$5,000)
- Model tools for authorizers (\$20,000)
- Training materials (\$500)

Equity Training: (\$15,000 per year. Three year total: \$45,000.)

In each year of the grant, ODE will contract with an educational equity organization that specializes in professional development geared toward culturally responsive educational practices and school culture. All subgrantees will be required to attend professional development sessions and trainings provided by this organization in order to address systematic issues of education inequity and develop culturally responsive schools.

- Required subgrantee trainings (\$7,500 x 2 each year x 3 years = \$45,000)

CONSTRUCTION (Line 7): Not applicable.

OTHER (Line 8): (Year 1: \$3,971,000; Year 2: \$3,770,385; Year 3: \$610,000. Three year total: \$8,351,385)

Planning subgrants: 5 subgrants x \$100,000 x 3 years = \$1,500,000

ODE will award five (5) planning subgrant awards in the amount of \$100,000 each year for three years. These subgrants will be one-year projects to guide new charter schools through an intensive incubation period leading to the successful opening of a high-quality charter school.

- Year 1: Five, one-year subgrants x \$100,000 = \$500,000
- Year 2: Five, one-year subgrants x \$100,000 = \$500,000
- Year 3: Five, one-year subgrants x \$100,000 = \$500,000

Implementation subgrants: 8 subgrants x \$250,000 to \$450,000 x 2 years = \$5,920,000

ODE will award eight (8) two-year implementation subgrants in year one and another eight (8) subgrants in year two of the grant for a total of 16 implementation subgrants. Qualified applicants will be in their first three years of operation. Subgrant awards will be between \$250,000 and \$450,000, depending on the size of the charter school.

- Year 1: Eight, two-year subgrants x \$250,000 - \$450,000 = \$2,960,000.
- Year 2: Eight, two-year subgrants x \$250,000 - \$450,000 = \$2,960,000.

Dissemination subgrants: 11 subgrants x \$30,000 to \$200,000 = \$900,000

ODE will reserve 10% of the requested grant funds dissemination subgrants as follows:

- Year 1: Five subgrants x \$50,000 - \$200,000 = \$500,000. Subgrants will be for projects that are 1 or 2 years in scope.
- Year 2: Four subgrants x \$50,000 - \$200,000 = \$300,000. Subgrants will be for projects that are 1 or 2 years in scope.
- Year 3: Two subgrants x \$30,000 - \$70,000 = \$100,000. Subgrants will be for projects that are one year in scope.

Meetings: (Year 1: \$11,000; Year 2: \$10,385; Year 3: \$10,000. Three year total: \$31,385)

ODE will host meetings for professional development and training around the state for subgrantees which will include costs for space rentals, required fees, communication and printing costs:

- Two subgrant project director meetings x \$1,025 x 3 years = \$6,150
- Four planning subgrant incubator meetings x \$1,700 x 3 years = \$20,400
- Four authorizer development meetings x \$1,208.75 = \$4,835

TOTAL DIRECT COSTS (Line 9): Total Direct Costs are [REDACTED]

INDIRECT COSTS (Line 10): (Year 1: \$98,479.73; Year 2: \$85,587.14; Year 3: \$46,276.69.

Three year total: \$230,343.56)

Oregon Department of Education has an indirect cost rate agreement (No. 2014-069 (A)) with the U.S. Department of Education for use on grants, contracts, and other agreements with the Federal Government. This agreement is on a predetermined bases and does not expire until June 30, 2017. The restricted rate agreed upon is 15.7%, which is the only rate used for determining the indirect charges in this grant. (Please see the attached copy of the Indirect Cost Rate Agreement in Appendix E, page 2.)

The indirect rate can be applied to full amounts listed in lines 1-5 and costs associated with meetings in line 8. The indirect rate can only be applied to each individual contract and subgrant up to \$25,000.

- Year 1: *Lines 1-5* \$116,259.44 + *Meetings* \$11,000 + *Two Contracts* \$50,000 + *eighteen Subgrants* \$450,000 = \$627,259.44 x 15.7% = **\$98,479.73**
- Year 2: *Lines 1-5* \$109,756 + *Meetings* \$10,385 + *seventeen Subgrants* \$425,000 = \$545,141 x 15.7% = **\$85,587.14**
- Year 3: *Lines 1-5* \$109,756 + *Meetings* \$10,000 + *seven Subgrants* \$175,000 = \$294,756 x 15.7% = **\$46,276.69**

TRAINING STIPENDS (Line 11): Not applicable

TOTAL COST (Line 12): The Total Cost is [REDACTED]

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Kate		Pattison	

Address:

Street1:	255 Capitol Street NE
Street2:	
City:	Salem
County:	
State:	OR: Oregon
Zip Code:	97310-0203
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	503-378-5156

Email Address:

--

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Oregon Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	11,525.00	11,200.00	11,200.00			33,925.00
4. Equipment						
5. Supplies	14,678.44	8,500.00	8,500.00			31,678.44
6. Contractual	27,500.00	27,500.00	27,500.00			82,500.00
7. Construction						
8. Other	3,971,000.00	3,770,385.00	610,000.00			8,351,385.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*	98,479.73	85,587.14	46,276.69			230,343.56
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Oregon Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
--	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)